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ABSTRACT

This national reference manual identifies exemplary local community education projects and highlights the status of statewide community education initiatives and support networks. Information for the directory was gathered through the Community Education Network and National Community Education Association. Preliminary information in the directory includes a description of the development of the state and local profiles, information on the evolution of community education networks, and characteristics of successful local projects. These sections are followed by the body of the document, which provides profiles of state networks and local projects in all 50 states. Information is offered about state contacts, state networks, and 132 exemplary local projects. For local projects, information is included about type of school district providing the project, staffing, community schools, budget, program administration and features, and addresses and telephone numbers. (KC)

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COMMUNITY EDUCATION ACROSS AMERICA

Larry E. Decker and Valerie A. Romney

University of Virginia

1990

U.S. DEPARTMENT OF EDUCATION
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COMMUNITY EDUCATION ACROSS AMERICA

PROFILES OF STATE NETWORKS AND LOCAL PROJECTS

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ABOUT THIS PUBLICATION

This publication is a product of the 1987-90 State Community Education Planning and Development Project of the Mid-Atlantic Center for Community Education at the University of Virginia in Charlottesville. In 1987, with support from the Charles Stewart Mott Foundation, the Mid-Atlantic Center began to focus on state-level development across the country. The initial phase of the State Community Education Planning and Development Project had two main goals: first, to assess the current status of state-level Community Education development and, second, to identify characteristics common to states which have established successful and comprehensive networks and projects.

The grant made it possible to offer a planning assistance award to each state for developing or up-dating a five-year state plan for Community Education (1988-93). Forty-seven states and the District of Columbia were awarded planning assistance grants and were represented at a workshop and follow-up session co-sponsored by the National Center for Community Education. Additionally, a National Teleconference on Community Education Planning and Development was held in June 1988, in cooperation with the National Cooperative Extension Center at Virginia Tech. Aimed at state-level policy makers, professionals in Community Education, and interested others, its purpose was to provide an opportunity for state planners to find out what was being done in other states and to get a broadened perspective on the national Community Education movement.

This state-level part of the grant had several significant results. One was the successful development of new and/or revised state plans in over 40 states. Another result was the establishment of a data base on state Community Education development compiled from information collected during the project. A third result, an important bi-product of the project, was the heightened enthusiasm and communications activities within and among existing state Community Education networks. These outcomes not only documented the success of the National State Community Education Planning Project, but also provided the rationale for the 1989-90 National State Planning and Implementation Project. This renewal grant provided additional funding to states, focusing on what needed to be done next for advancing Community Education in that particular state. Through a competitive process, 27 states that had been involved in the initial Planning Project were awarded funds to assist with specific follow-up and implementation strategies, especially in the area of state-wide networking.

Two publications were developed as products of this phase of the project. The first was the special issue of the Community Education Journal, "Planning Tomorrow - Can Communities Fix American Education?" (Fall 1989). This issue highlighted information about the past and present state-level Community Education development activities and looked to the future and the next step in development to delineate activities and expectations in state-level Community Education planning and capacity building efforts. The second is this national reference manual which identifies exemplary local Community Education projects and highlights the status of state-wide Community Education initiatives and support networks.

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DEVELOPMENT OF STATE AND LOCAL PROFILES

The development of this state-by-state description of the status of Community Education began in May 1989 and involved many individuals and organizations. The first step was to gather information concerning the status of individual state-level Community Education networks. The Community Education Network and National Community Education Association (NCEA) liaisons were the initial sources contacted. In cases where no state-level contact was identified or where that contact was unable to supply information, university associated Community Education centers, state-level Community Education associations and state departments of education were asked to supply information. Efforts continued through May 1990 to gather information on the few remaining non-responding states. The collected descriptions then went through several rounds of editing.

Almost simultaneously, work began on the nomination process to identify exemplary local projects. The process began in June 1989, when the Mid-Atlantic Center, after consulting with its National State Planning Implementation Advisory Committee, mailed a call for nominations to a broad spectrum of Community Educators. Those surveyed included the Community Education Network, NCEA liaisons, selected Community Education leaders and liaisons in State Departments of Education, and all those involved in the Mid-Atlantic Center's 1987-88 State Community Education Planning Project and follow-up 1989-90 Implementation Project. These people were each asked to identify three or four local Community Education projects from within their individual states to be included in a national reference publication on local and state Community Education initiatives.

Several qualifications were stipulated for consideration in their selection of projects to nominate: that the projects (1) had a comprehensive program and well established Community Education track record; (2) had achieved stability and were considered to be among that state's best; and (3) represented a balance of urban, suburban, small city, and rural districts. In addition, if a fairly new program was having a positive impact or showed great promise, it also could be nominated.

Although many quickly responded to this call for nominations, there were several gaps. A second mailed request, follow-up personal letters, and phone calls over the next nine months filled a number of those gaps. In all, nominations were received from Community Educators in all but four of the fifty states.

Beginning in August 1989, those nominated were contacted by mail and asked to complete a program identification form and write a brief narrative description of their project. The plan was to include descriptions of three or four local projects from each state. Again, prompt responses were received from the projects in a number of states, and little or no responses from a few states. Therefore, in November, a second request was sent to the non-responding nominated programs.

The development of the state-level and local descriptions was a continuing effort over a year's time. The task of editing these various local descriptions into a completed manuscript took place over many months. Although the Mid-Atlantic Center's staff was responsible for the initial rewriting and revision of submitted materials, several people provided assistance in the final editing and proofing of the completed manuscript. In an effort to insure that the information was as accurate and up-to-date as possible, the descriptions were returned to the state and local level sources for verification. Two hundred thirty programs were nominated, and the descriptions of one hundred thirty-two of them have been included.

For various reasons, the other nominated projects did not provide descriptions for inclusion in this publication. The fact that they are not included diminishes neither the quality of the programs nor their potential usefulness as models or sources of information. Therefore, at the end of each state's local profiles, the names and addresses for non-responding nominated projects are listed.

Community Education Across America reflects the involvement of state-level Community Educators in both the state narrative and local nomination processes, local Community Educators in the local narrative process, and several Community Educators around the country in the final editing process. The Mid-Atlantic Center considers itself a facilitator in the development of this publication. It has acted as the collection point, and at times collection prodder, for the information that was forthcoming from Community Educators in almost every state. It also has acted as editor, to transform information from a variety of sources into a cohesive whole. However, without the cooperation and support of the many contributors and participants, this publication would not have been possible.

EVOLUTION OF COMMUNITY EDUCATION NETWORKS
NATIONAL, STATE, AND LOCAL

Diversity and Interdependency of Networks

In reading this collection of state profiles and local project descriptions, it is immediately clear that, although activity at both the state and local levels has increased over the last few years, Community Education exists at varying levels of development in the different states. Some states, like Florida and Minnesota, have highly developed Community Education networks and many comprehensive local projects involved in innovative programming. Other states, like Oregon, have highly developed local comprehensive programs, but are rebuilding their state-level network. Then there are states like New York which has had recent rapid growth in state funding with support for over 20 comprehensive demonstration projects. Still others, like Idaho, are just beginning to develop state-level Community Education networks as well as programs at the local level. Some states, like Kentucky, have had growth in funding and expanded integration with K-12 programs. Others, like Texas and Alaska, have suffered either the loss of or agreat reduction in the level of state Community Education funding, yet have experienced little reduction in the number of quality local projects.

This diversity among states goes beyond the obvious differences in the levels of development. It also includes a diversity in the agencies and organizations in a state-level network. A state network may include any combination of state education agency, institutions of higher education, state associations, active local projects, and other interested and/or cooperating agencies. Even within states with seemingly mature networks and programs, changes in personnel and leadership and restructuring within state departments of education have necessitated network rebuilding efforts.

An examination of the profiles of state networks and local projects reveal a fact about Community Education development. A few exemplary local projects can exist without a state network, if there is a strong local network. However, the opposite is not true. In the developmental stages, experience has shown that a strong state Community Education network cannot be developed until there are strong exemplary local projects. The relationship between the array of strong local projects and a mature state network is mutually supportive. Where state funding and technical assistance support local projects, the strongest and most innovative programs are found and the concept and process of Community Education are comprehensively put into action. State networking and national networking need local projects - the stronger the locals, the stronger the state and national networks.

Historically, the Community Education network evolved from a few strong locals into a national model. The evolution and development began with local projects, which then received training and technical assistance from university-based, Mott-supported regional training centers, followed by state education agency interest which had been fostered by federal funds, all in turn reinforcing further local development. This evolution created local activity which resulted in the organization of state associations for Community Education.

Mott Foundation Support

The Charles Stewart Mott Foundation has a long history of supporting local projects, providing training and technical assistance, and encouraging the development of strong state and national networks. The Foundation has been involved in Community Education since 1935, when it gave Frank Manley, on behalf of the Flint (Michigan) Public Schools, a $6,000 grant to implement a program centering on "helping people help themselves." This was the start of the Community School network. Over the next twenty years, the Flint model developed and established itself as a nationally recognized Community Education model; and, in 1955, it hosted the first national on-site Community Education conference.

Beginning in 1963, the Mott Foundation established a system of university-based Community Education centers designed to provide technical assistance to the public schools. Concurrently, it also established "The Mott Inter-University Clinical Preparation Program of Educational Leaders," or, more simply, the Mott Intern Program. The program, later known as the National Center for Community Education (NCCE), involved the collaborative efforts of seven Michigan state-supported universities in developing formal classes, colloquia, and internships leading to advanced degrees. In a ten-year period, the Mott Intern Program trained approximately 850 Community Educators who went on to provide leadership in the Community Education movement.

Development of the National Network

The National Center for Community Education in Flint was not the only training program for Community Educators. New Community Education centers, funded by Mott and usually directed by Mott Intern Program-trained educators, were established in universities across the country. While the centers were responsible for promoting Community Education in their region by providing information, technical assistance, and training programs, many of their institutions began to offer year-long academic internships. As these university-based programs became established, NCCE shifted its emphasis and began to concentrate on short-term training, focusing on one- and two-week workshops in Community Education and related topics. Today, NCCE provides short-term training to over 400 participants annually.

By the early 1970s, there was an identifiable National Community Education Network which consisted of the Mott Foundation, the National Center for Community Education, the National Community Education Association, which had been established in 1966, and the fifteen university-based regional Community Education centers. The 1970s also saw the enactment of the first funding legislation for Community Education in Florida, Utah, and Maryland, and the creation of the first state-level Community Education association in Michigan. The federal government became involved in 1974, when the Community Schools Act established the Community Education Program of the U.S. Office of Education. The Act enhanced the legitimacy of Community Education and provided more than $3 million a year over the next six years. Most importantly, this federal legislation expanded the 'informal' national network because it fostered the establishment of over 30 Community Education offices/centers in state departments of education.

During the late 1970s and early 1980s, the Mott Foundation provided funds directly to Community Education centers in each state and began to 'define' who and what constituted the National Community Education Network. The purpose of the Network was to bring together a 'common' population for communicating, training, and disseminating information.

Since 1983, the Mott Foundation also has funded several four-year specialized Community Education projects, called Special Issue Centers. These centers facilitate the mutual integration of Community Education with other related fields, including the networks on aging, cooperative extension, literacy, parent/community involvement in effective schools, intergenerational programming, school-based management, community development, and community youth service.

Most recently, the Foundation has funded several projects, both internationally, like the International Community Education Association (ICEA) and foreign-based Community Education Centers, and nationally, like the Council on Chief State School Officers' project on State Community Education Capacity Building and the University of Virginia's State Community Education Planning and Development Project.

Strategies for Maintaining State Networks

In 1985, the Mott Foundation appointed a Community Education Endowment Planning Task Force. The Task Force's charge was to identify the functions critical for the continued development of Community Education. At the end of two years of study, the Task Force identified strategies it considered critical for sustaining Community Education development. One of these was maintaining a state-level presence in every state for capacity building in Community Education. The Task Force defined "state presence" as the existence of a resource system to support the development of Community Education in communities throughout the state.

At that time, only a few states had extensive plans for networks which included a variety of components: Community Education specific legislation and funding; advisory councils; centers located in colleges, universities, or state departments of education; and state associations. Most did not have long-range plans of action for Community Education development. The Task Force noted these disparities and concluded that state networks needed not only to develop a vision of the future of Community Education, but also to address building the state's capacity to serve local Community Education needs.

The conclusions of the Endowment Planning Task Force generated discussion and study by other groups, particularly the National Community Education Association's strategic planning committee, the National Center for Community Education's dialogue and special issue meetings, and the National Community Education Computer Conference Network (CENET). The dialogue within and among these groups led the National Community Education Association's Task Force on State Community Education to identify five major elements needed to ensure a strong Community Education presence in each state:

- Leadership
- Networking
- Legislation and Funding
- Training and Technical Assistance
- Identity and Support

The Task Force on State Community Education as well as the National State Community Education Planning Project Advisory Committee examined and refined each element to delineate the specific indicators that identified whether or not that element had been developed. The following is the result of these deliberations.

Indicators of State-Level Development

LEADERSHIP: People with a vision of what Community Education could be and the capacity to motivate others to work together to achieve it.

Indicators of state-level leadership:

- Acknowledged spokespersons for, and advocates of, Community Education at the state and local levels.
- Recognized Community Education positions within the organizational structure of state education agencies, and in state associations, institutions of higher education, and local school districts.
- A widely agreed-upon state plan for Community Education.
- Acknowledged citizen and private sector advocates of Community Education.
- Public endorsement of Community Education by elected officials.
- An awards process that recognizes outstanding achievement in Community Education.
- Community educators in policy-making positions.

NETWORKING: The intentional collaboration of state Community Education leaders for the purpose of developing and advancing needed and useful agendas related to Community Education development.

Indicators of state-level networking:

- Regularly scheduled meetings of personnel from the state department of education, other state agencies, and institutions of higher education.
- Planned collaborative projects and events.

- The sharing of projects, events, facilities, personnel, etc., between and among local school districts.
- On-going communication between Community Education entities and other state organizations.
- Coalitions formed around special issues and events.
- Private sector involvement.
- Interstate planning and collaboration.

LEGISLATION AND FUNDING: Support for Community Education from local and state governments.

Indicators of legislation and funding support:

- Legislation and/or funding to help local districts provide comprehensive Community Education programs and services.
- Legislation and/or funding to help local districts employ Community Education personnel.
- Legislation and/or funding to provide training and technical assistance to local programs.
- Legislation permitting local districts to generate funds in support of Community Education.
- Legislation and/or funding to support a state advisory council for Community Education.
- Legislation and/or funding to support the generation of private sector funds.
- Legislation and/or funding of Community Education programs and services to address significant community problems (e.g., at-risk youth, illiteracy, inadequate child care services, unemployment).
- Funds to support on-going Community Education policy development and legislative activity.
- Funds to support on-going Community Education advocacy initiatives.

TRAINING AND TECHNICAL ASSISTANCE: Efforts to help individuals and groups improve their Community Education skills or the application of those skills.

Indicators of training and technical assistance:

- Consulting services.
- Academic courses in Community Education.
- On-going monitoring and evaluation of Community Education.
- Training of advisory councils.
- State participation in national Community Education conferences.
- Annual state Community Education conferences.
- Planned pre-service and in-service training for Community Educators.

* Planned Community Education training for groups other than Community Educators.

IDENTITY AND SUPPORT: Strong visibility of and support for Community Education at both the state and local levels.

Indicators of identity and support:

* Existence of local Community Education programs throughout the state.
* Increasing numbers of local Community Education programs.
* Familiarity with and understanding of Community Education by policy makers, educators, the private sector, and the general public.
* State board of education policy in support of Community Education.
* Resolutions of support from the governor, legislature, state boards, school board associations, parent-teacher organizations, municipalities, park and recreation agencies, community-based organizations, etc.
* Public relations strategy for Community Education.
* State-level task forces or special committees on Community Education.
* Inclusion of Community Education priorities and concerns with other education agendas.

CHARACTERISTICS OF SUCCESSFUL LOCAL PROJECTS

Education and the schools have played important roles in American history. Each has profoundly influenced the lives of people; and as American society has changed over the last two hundred years, each has experienced changes in both the role and the strength of its influence. The basic elements of Community Education were part of our early educational system; and, as the educational system matured, the concept evolved into one that is applicable to many of today's societal concerns. An examination of local project descriptions clearly reveals that Community Education is a process rather than an area of operation or a field of study. The information reported in this collection supports the concept of "Community Education: A New Generation" (Zemlo, Clark, Lauff, and Nelson (Community Education Journal, Fall 1989) which describes the evolution of Community Education from the first two generations of development focusing on programming to the third generation focusing on responding to the myriad of issues challenging educators today.

> Community Education programs and services will be increasingly oriented toward addressing specific social and economic programs. The problems of youth who are at risk of all kinds of failure, the devastating effects of drugs and related criminal activity, the fear of diseases with no cure, the fragility of our environment, concerns generated by an aging population, and the impending social and economic crises associated with illiteracy, high dropout rates, and teen pregnancy are affecting almost all communities.

Other aspects of the third generation include a community focus, increased activism in citizen involvement, a change in organizational structures and management systems, the role of the Community Education leader as a problem solver, the nature of programs and services, a focus on lifelong educational services, year-round educational opportunities, and process-oriented evaluation measures. This perception of a third generation in Community Education activity is verified many times over in this publication, Community Education in Action.

Community Education cannot be compartmentalized. It is easily adaptable and depends on the relationship of the people and organizations involved and the resources available. John Goodlad aptly characterized Community Education as "...an ecosystem of institutions and agencies conscious of their responsibility for developing the knowledge, values, skills and habits of a free people" (A Place Called School, 1984).

Although Community Education practices have been evolving and expanding, the philosophical foundations remain. The definition proposed by Minzey and LeTarte (Community Education: From Program to Process to Practice, 1979) still describes the basic concept.

> Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization.

Minzey and LeTarte put the Community Education components on a bottom-to-top continuum to explain the typical direction of development in the program-to-process model.

PROCESS	Component VI	Community Involvement
	Component V	Delivery & Coordination of Community Services
PROGRAMS	Component IV	Activities for Adults
	Component III	Activities for School Age Children and Youth
	Component II	Use of Facilities
	Component I	K-12

In explaining the role of the Community School in implementing the Community Education concept, the authors list the following objectives:

1. A Community School attempts to develop a number of specific programs based on community needs and desires and aimed at community participation.
2. A Community School attempts to promote interaction between school and community and strives to create an educational process that takes the students into the community and the community into the school.
3. A Community School attempts to survey community resources (formal and informal, institutional and individual) and to assist in their use for both the traditional and Community Education programs.
4. A Community School attempts to bring about a better relationship between social and governmental agencies in meeting community needs.
5. A Community School attempts to identify community problems and ferret out the needs of the community.
6. A Community School attempts to develop a process by which the community can become self-actualized.

Minzey and LeTarte also note the basic assumptions behind the implementation of Community Education in a community: (a) communities are capable of change; (b) social problems have solutions; (c) one of the strongest forces for making change is community power; and (d) community members desire to improve their communities and are willing to contribute their energies toward such ends.

The local projects described in this publication support these basic assumptions. The descriptions reflect the variety encountered in Community Education projects across the county in both ecosystems and needs addressed. Practitioners or advocates of Community Education, who wish to initiate or expand local or state initiatives, will find that this collection of profiles provides ample illustrations of the adaptability of Community Education to respond to specific community needs and an abundance of ideas and potential projects and resources. Every possible type of community is represented: rural, suburban, urban, and "rurban" (a combination described in the West Virginia section); poor and wealthy; economically stable and unstable; majority and minority; illiterate and highly educated.

These exemplary local Community Education projects reflect the criteria identified as needed for successful program development. Tables 1-3 delineate the criteria identified by Development Associates, the Community Education Endowment Planning Task Force, and the National Coalition of Community Education Leaders.

TABLE 1
COMMUNITY SCHOOL DEVELOPMENT INDEX
DEVELOPMENT ASSOCIATES

a) Role of the Local Education Agency (LEA) - administering, involved but not required to be solely responsible.

b) Community Served - identified, includes but not limited to the attendance area of a school.

c) Community Center - (1) facilities, may be a public school or community college or may use satellite or mobile facilities (can be non-public); and (2) offers a scope of educational, recreational, health care, cultural and other related community and human services that: are broad in scope and nature (cannot be limited to one program area or one group); reinforce the instructional program of the LEA; extend services offered by the public facility; and increase the uses made by serving more groups, lengthening hours of service, and broadening the scope and nature of services.

d) Community Needs - identified, includes systematic and effective procedures for identifying and documenting, on a continuing basis, the needs, interests, and concerns of the community served and for responding to those needs.

e) Community Resources and Interagency Cooperative Arrangements - programs identify and use educational, cultural, recreational, and other existing resources outside the school, including volunteers, and encourage cooperation among public and private agencies to make maximum use of the talents and resources and avoid duplication of services.

f) Clients - program serves all age groups, pre-school to seniors and special needs groups, i.e., limited English-speaking, mentally or physically handicapped.

g) Community Involvement in Governance - program is planned and operated in cooperation with the community, emphasis is on active and continuous involvement on an advisory basis by individuals, institutions, and groups representative of the community and parents in planning, development, and implementation of programs.

TABLE 2
COMMUNITY EDUCATION CHARACTERISTICS
COMMUNITY EDUCATION ENDOWMENT PLANNING TASK FORCE

Community Education is characterized by:

- Citizen involvement in community problem solving and decision-making, usually through community councils;
- Development and implementation of lifelong learning opportunities for learners of all ages, backgrounds, and needs;
- Use of community resources in educational curriculum;
- Opportunities for parents to become involved in the learning process of their children and school life;
- Optimum use of public education facilities by people of all ages in the community;
- Coordination and collaboration among agencies and institutions to provide educational, social, economic, recreational, and cultural services to all members of the community;
- Partnerships with business, industry, and schools to enhance the learning climate; and
- Use of volunteers to enhance the delivery of community services.

TABLE 3
PRINCIPLES OF COMMUNITY EDUCATION
National Coalition of Community Education Leaders

* Self-Determination. Local people are in the best position to identify community needs and wants. Parents, as children's first and most important teachers, have both a right and a responsibility to be involved in their children's education.
* Self-Help. People are best served when their capacity to help themselves is encouraged and enhanced. When people assume ever-increasing responsibility for their own well-being, they acquire independence rather than dependence.
* Leadership Development. The identification, development, and use of the leadership capacities of local citizens are prerequisites for ongoing self-help and community improvement efforts.
* Localization. Services, programs, events, and other community involvement opportunities that are brought closest to where people live have the greatest potential for a high level of public participation. Whenever possible, these activities should be decentralized to locations of easy public access.
* Integrated Delivery of Services. Organizations and agencies that operate for the public good can use their limited resources, meet their own goals, and better serve the public by establishing close working relationships with other organizations and agencies with related purposes.
* Maximum Use of Resources. The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met.

* Inclusiveness. The segregation or isolation of people by age, income, sex, race, ethnicity, religion, or other factors inhibits the full development of the community. Community programs, activities, and services should involve the broadest possible cross section of community residents.

* Responsiveness. Public institutions have a responsibility to develop programs and services that respond to the continually changing needs and interests of their constituents.

* Lifelong Learning. Learning begins at birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings.

In Community Education: Building Learning Communities, Larry Decker and Associates point out that, in the Community Education model, the school functions as a support center for the network of agencies and institutions committed to meeting community needs and expanding learning opportunities for all members of the community. Using schools as community centers is a cost-effective, practical way to use one of a community's largest investments: its school buildings.

Broad Use of
Community Resources

Citizen
Involvement

Diverse
Educational Services

SCHOOLS as
COMMUNITY CENTERS

Community
Improvement

Interagency Cooperation/
Public-Private Partnerships

Social/Human
Services

The authors explain that the use of schools as community centers expedites the achievement of Community Education's goals. By providing diverse educational services, Community Education helps meet the varied learning needs of community residents. By tapping the abundant expertise that exists in any community, Community Education helps bring the concept of "everyone learns, everyone teaches" closer to reality. When a broad range of community resources is used, the role of the total community in the process of educating the citizenry is acknowledged. Young people learn from, and with, community elders.

Through interagency cooperation and public-private partnerships, communities reduce duplication of efforts and improve overall effectiveness through teamwork. Businesses and private agencies provide services not affordable in the usual tax-supported budget. In return, schools, in cooperation with other community agencies, address such community problems as illiteracy and substance abuse which adversely affect the community's business environment and quality of life.

Through community improvement efforts, many members of the community can be engaged in activities to make the community more attractive to both current and prospective residents and businesses. Through citizen involvement, the process of community problem solving is restored to its logical place: to those people closest to the problem, to those who understand it best.

When the criteria from Tables 1-3 are applied to local projects, many different models emerge. Almost any type of concern or problem faced by communities can probably be located in one of the local models reported here and each model lists a resource person to contact for further information. Many of the local projects involve interagency cooperation and report exciting results from collaborative efforts. In addition to numerous business and industrial partners from the private sector, a small sampling of agencies involved in local Community Education projects includes:

Adult/Juvenile Probation
Boy/Girl Scouts/Campfire Girls
Bureau of Drug Abuse Services
Center for Families
Chamber of Commerce
Child Protection Services
Child Advocacy
Delinquency Prevention
Churches/Ministerial Alliances
Community Improvement Programs
Cooperative Extension
Council on Aging
Counseling Services
Courts and Jails
Department of Human Services
Employment Agencies
Historical Society
Hospitals
Job Training Partnership Act
Libraries and Museums
Mental Health Center
Mexican American Community Services
National Black Women's Organization
National Guard
Native Americans for Community Action
Office of Criminal Justice
Parks and Recreation Departments
Police/Fire Departments
PTA/PTO
Public Health Nursing
Red Cross
Rehabilitation Services
Rural Electric Company
Senior Citizen Centers
Social Services/Department of State
Sororities/Fraternities
State Legislatures
State Literacy System
State Conservation Office
U.S. Forest Service
United Way
Universities/Colleges/Community Colleges
Veteran's Organizations
YMCA/YWCA

In addition to using the manual to stimulate ideas for the application of Community Education to a variety of local concerns, practitioners and advocates can use it to facilitate networking with others who have similar interests and goals. All of the programs described are active Community Education projects and a contact person, including address and telephone number, is listed for each program.

ALABAMA

CONTACTS

Alabama Community Education Association, Dianne Norwood, (205) 974-8075
Alabama Department of Education, Bobbie L. Walden, (205) 242-8148
University of Alabama in Birmingham, Boyd Rogan, (205) 934-6264

STATE NETWORK

Community Education is supported by three statewide organizations:

The Alabama State Department of Education is responsible for providing technical assistance to local school systems in Community Education, business/industry/education partnerships, extended-day programs, and parent involvement. The Department's Community Education Section is responsible for implementing the Alabama Plan for Excellence, as well as for the distribution of state funds as outlined in the 1985-1990 Community Education State Plan.

The University of Alabama in Birmingham (UAB) Center for Community Education provides training statewide and serves in a support capacity for the Alabama Community Education Association (ACEA).

Established in 1975, the Alabama Community Education Association has 159 members representing the northern, central, and southern parts of the state.

LOCAL PROJECTS

During 1988-1989, there were 83 full-time Community Education coordinators and 23 half-time coordinators in 60 systems. All Community Education programs have one or more of the following component strengths and goals: parent involvement; volunteers in schools; full facility usage; evening programs for adults, youth, and children; before- and after-school and summer programs for youth; preschool programs; business/industry/education partnerships; "at-risk" youth dropout prevention programs; public relations for the school system; entrepreneurship programs; and various community involvement strategies. While Community Education continues to grow, securing adequate financial funding for coordinator salaries and maintaining strong Community Education support remains a priority area. The 1989-90 State Legislature passed the "Community Schools Act." This Act validates Community Education.

The development of high quality extended-day programs in local schools is a most important programmatic growth direction. Community Education's challenge is to develop extended-day programs in communities using the school as a base and to increase the number of school systems with Community Education programs.

Guntersville Community Education
Guntersville City School System
P.O. Box 129
Guntersville, AL 35976

Jeannie Wallace
Community Education
Coordinator
(205) 582-0262

Type of District:	Small City
Population:	9,000
Date Inaugurated:	August 1984
Paid Staff:	1 Full-time
Community Schools:	2 Elementary; 1 Middle; 1 High School
Annual Budget:	$56,000; 82% Local Funding

Guntersville is the county seat of Marshall County, an economically bifurcated area of "haves" and "have nots" with few families in-between. Although forty percent of the students qualify for free or reduced-price lunches, the school system has ranked either fourth or fifth in the state academically for the past five years.

Community Education in Guntersville is people oriented and centers around the program's desire to really improve the quality of life for the city's families. By far its strongest feature is the support it receives from the community, local agencies, and volunteers.

Coordinated by one person, it offers a broad spectrum of programs/activities. In order to help each student reach his or her potential, incentive programs are developed, tutors are obtained, volunteers are recruited, and parents attend meetings. To assist high school students in making career decisions, there is a coordinated effort by Community Education, the counselors, and the local Chamber of Commerce to educate students. A Career Day, Industry on Parade, and mentorship program are hosted each year.

The parent involvement program requires parents to attend meetings every other Tuesday. Guest speakers help parents with discipline, nutrition, family health and hygiene, attendance, financial information, insurance, money management, and various other topics to make life more pleasant. All individuals who dropped out of school are encouraged to get a GED.

Community Education assists with coordinating science, literary and social studies fairs, an academic extravaganza, Jelly Bean Field Day, student councils, Outrageous Olympics, Special Olympics, field trips to the Learning Center, a reading buddy program, an incentive program for Chapter I reading and math at one elementary school, a reading incentive program at the middle school, and obtaining scholarships for graduating seniors. Community Education also offers extended day classes in two schools, evening classes for adults and young people, and a summer environment camp.

There is an adopt-a-school program for area businesses which began five years ago. For the first two years, there were only seven adopters. Now there are 24, and the ten most recent participants contacted the program because of the good things they had heard.

Guntersville's Community Education Program is flexible, yet organized and structured, and has written objectives and guidelines for all its projects and activities. The office for Community Education is located in the high school and strives to enhance the 4-year-old through twelfth-grade academic program. The coordinator reports directly to the superintendent of schools and works closely with both central office and school site personnel. A 20-member advisory council meets quarterly to advise the program and members assist with both promotion efforts and at special functions.

The local board of education provides almost total support for the program. Ten thousand dollars are received from the State Department of Education each year; approximately 8% of the budget is obtained from participant fees; and the remaining 82% is funded by the local board of education. An example of the support from the local board is reflected in the parent involvement program. Two classrooms for the four-year olds were newly constructed three years ago and last year the board subsidized the salaries of the Head Start teachers to match that of a regular classroom teacher. All materials and supplies for the parent involvement program are purchased with local funds.

The success Community Education has enjoyed in Guntersville is due to the support given by the board, principals, superintendent, teachers, staff, students, and local businesses and civic groups. The program has been actively involved with a variety of civic/service organizations, including the Kiwanis Club which organizes and coordinates an outdoor show each year with the proceeds donated to the Learning Center; Tree City, U.S.A.; Take Pride in Guntersville; Target Success, which helps recipients of aid to dependent children and food stamps to become job ready; the United Way; the Marshall County Attention Home, a home for run-a-ways and abused children; the American Cancer Society; and the Lake Guntersville Chamber of Commerce.

Community Education Project
Tuscaloosa City Schools
1100 21st Street, East
Tuscaloosa, AL 35405

Royce Patterson
Director of Community
Education and Adult
Basic Education
(205) 759-3515

Type of District: Small City
Population: 80,000
Date Inaugurated: October 1983
Paid Staff: 2 Full-time; 45 Part-time
Community Schools: 12 Elementary; 3 Middle Schools
Annual Budget: $200,000; 95% Local Funding

Community Education began in 1983 as a means by which the Tuscaloosa City Schools responded to the perceived needs of the community. As these needs have changed and increased, so have the Community Education offerings. Now, Community Education in Tuscaloosa is an integral part of the instructional program. It is not merely added on but serves as a valuable extension of learning experiences for both students and adults.

A common thread through all the Community Education offerings is partnerships. Through Community Education, Tuscaloosa has built partnerships among groups working together for the good of the community. The program's successes have been greatly enhanced due to the involvement of local citizens and organizations. Training programs, use of facilities and instructional assistance have been provided by the University of Alabama, Young Mens Christian Association (YMCA), Parks and Recreational Authority, Boy Scouts of America, Alabama National Guard, State Department of Education, State Forestry Office, State Conservation Office, and Auburn University. A Citizen Advisory Council composed of 25 community members makes recommendations regarding Community Education activities.

Through Community Education, the school system is able to fully utilize school facilities as well as work with local school administrators in meeting their particular school needs. Adult leisure learning classes were implemented to meet the needs of adults and strengthen the school system's bond with the community.

Whereas all programmatic activities are self-supporting through a fee structure, additional funding for Community Education is provided by state and local support. Tuscaloosa's citizens have developed a sense of pride and ownership in the schools and, therefore, are more willing to support the school system. This was shown in 1987 when a six mil ad valorem tax increase for the schools was passed. These additional funds now are being used to finance an 18 million dollar capital outlay project in the school system.

Tuscaloosa is not unique in its demographics with almost 50 percent of the students coming from single-parent families and 80 percent of the students having both parents working. Therefore, as a means of addressing the needs of latchkey children and providing a happy, safe environment for students, the Extended Day Program, Christmas Camp, and Summer Enrichment Camp were implemented. This implementation of Community Education programs has demonstrated to the community the system's flexibility in organization and structure through the use of school facilities after regular school hours. All 12 elementary schools and three middle schools provide an extended day program or an after-school tutorial program. Approximately 425 students currently attend Extended Day classes for supervised learning and fun. Additionally, during the 1989 summer, more than 300 students enrolled in the Summer Enrichment Day Camp which offered activities such as computers, arts and crafts, music, swimming, and tennis and included three weeks spent at Camp Horne, available through a partnership with the Boy Scouts. At Camp Horne, students enjoyed archery, knot tying, crafts, aquatic study, camping, riflery, boating, and nature study.

Partnerships formed through Community Education have promoted greater community involvement in the schools. This involvement is evident in programs such as Project HELP, an after-school tutorial program designed to meet the needs of students unable to meet Board of Education-adopted promotion standards. Joining with the schools, local churches sponsor after-school classes which help students "catch up" and meet the system-wide standards. This, in turn, has a positive effect on participating students' attendance, dropout rate, and classroom behavior.

Instructional programs also are enhanced through Community Education. In some cases, the program has been a productive place to pilot innovative ideas that eventually become successful system-wide or statewide. For example, in 1989, the school system, through Community Education, sponsored a summer Environmental Camp for boys. The 38 boys, who attended the three-day overnight nature orientation program, experienced firsthand activities such as Indian fishing methods, skeet shooting, archery, canoeing, and camping. The successful effort utilized the expertise and knowledge of many community and state outdoor education experts. It was due to parent interests in Community Education that this Environmental Camp and a Basketball Camp and American Excursion have been added to the program.

A strong, growing school system with active community involvement gains support from the business community. This system's partnership with local businesses has encouraged and supported industrial growth in the Tuscaloosa community.

As a result of the positive response received from parents and community members, the number of Community Education programs and activities as well as enrollment figures have increased. Therefore, Community Education is successful in Tuscaloosa City Schools. To gain that success, there has been an element of risk-taking involved, as well as a continuous effort to find resources to support the program. According to Dr. Thomas E. Ingram, Jr., Superintendent of Schools, "The program requires a commitment to make things happen for the good of students and the community we serve. Without a doubt, the positive results of an enhanced instructional program and increased community support and involvement are well worth the effort."

Community Education Department
Birmingham City Public Schools
P. O. Box Drawer 10007
Birmingham, AL 35202

Peggy F. Sparks
Director, Adult Basic and
Community Education
(205) 583-4776

Type of District: Urban
Population: 287,000
Date Inaugurated: September 1971
Paid Staff: 43 Full-time; 482 Part-time
Community Schools: 8 Elementary; 2 Middle; 6 High Schools
Annual Budget: $1,505,000; 81% Local Funding

The Birmingham Public School System is currently implementing the philosophy of Community Education through the Adult Basic Education Program, the Community Schools Program, the Stressing Opportunities for Academic Readiness (SOAR) Program, and the VISTA Literacy Program. As outlined in the Board of Education Policy Manual, the purposes of Community Education are: to provide lifelong learning opportunities; to cooperate with other community agencies providing health, educational, cultural, and recreational opportunities; and to involve the community in the educational process.

Birmingham Community Schools are two-thirds funded by the Mayor and City Council through the city's general fund budget and one-third by the Birmingham Board of Education. To date, the Board has designated sixteen public school sites as Community Schools. Each Community School is charged with the responsibility of providing learning opportunities to meet the needs and wants of the community it serves. Each site has a full-time coordinators and secretary, while satellite programs are managed by program assistants. The district funds these positions and all additional staff must be paid from class fees, grants, and other contributions.

Using local advisory councils as planners, the Community Schools work closely with the K-12 program through the JTPA funded SOAR Dropout Prevention Project. Use of school facilities is extended; and, through cooperative and collaborative efforts with other agencies and organizations serving the community, a wide range of classes and activities for all ages, from preschoolers to senior citizens, is provided. Collaborative efforts address such social issues as homelessness, illiteracy, poverty, youth crime, teen parenting, substance abuse, and unemployment.

Youth at-risk issues are addressed through the Birmingham Community Schools Comprehensive At-Risk Education Services Project (CARES), featured as a national model by the Charles Stewart Mott Foundation. This school/human service agency linkage makes counseling, health services, and employment preparation available at the school site through collaborations with United Way agencies. Activities include individual and group counseling, recognition and incentives, college student mentors, young entrepreneurs clubs, before- and after-school tutoring, human sexuality seminars, teen parent clubs, vocational/career development, male network, long range planning, decision making, field trips, community service projects, social development activities, self-esteem building, speakers bureaus, resume writing, and employability skills training.

Decatur City Schools Community Education
Austin High School
Danville Road, S.W.
Decatur, AL 35601

Gloria R. Smith
Adult and Community
Education Coordinator
(205) 552-3067

Type of District: Suburban
Population: 50,000
Date Inaugurated: 1981
Paid Staff: 2 Full-time; 86 Part-time
Community Schools: 3 Elementary; 2 Middle; 2 High Schools; 4 Other
Annual Budget: $144,500; 56% Federal Funding

Decatur is located on the south bank of the Tennessee River, 79 miles north of Birmingham. It is within 200 miles of Memphis and Chattanooga, Tennessee. This location makes it an ideal site for the approximately 200 industries located here. Although conditions are excellent for business and industry in the Tennessee Valley, 4.7% of the population has less than a fifth-grade education.

The Community Education Program is well known throughout the area and is supported not only by the Decatur Chamber of Commerce, but also by many volunteers, tutors, parents, businesses, and organizations. Selected projects developed and implemented by the Adult and Community Education Department include: Extended Day, Adult Vocational Education, Adult Basic Skills, traditional GED preparation, GED on Public Education Television, GED in the Work Place, Adult Reading Program (volunteer tutors and the PALS lab), Pregnant Students, PEPPS (project working with absent fathers), RATE (Displaced Homemaker, Single Parent, and Sex Equity Programs), Hispanic Project, Citizenship Preparation, English as a Second Language, enrichment classes, and latchkey classes. The Summer Tutorial and Enrichment Program offers classes for ages kindergarten through adult.

Decatur is a city of volunteers. Many components of the Community Education Program are possible because volunteers are willing to teach, type, organize, and participate in various other supportive activities. More than 100 volunteers are recognized each year during National Volunteer Week. In 1989, a special celebration was held throughout the state called Reunion Alabama. In Decatur, volunteers attempted to contact more than 500 high school dropouts from the past three years to encourage them to "Come back home to education."

Another reason for the success of the Community Education Program is Decatur's Community Advisory Council. This Council meets to coordinate and plan for the total development of the program. Membership in the Council consists of representatives from the community-at-large, selected by a process that insures full community representation. For the past six years, the Council has been awarded the Gold Star Award by the Alabama Community Education Association.

ALASKA

CONTACTS

Alaska Association for Community Education, Jill Waters, (907) 269-2450
Alaska Department of Education, Connie Munro, (907) 465-2970
University of Alaska - Southeast, Lee Paavola, (907) 789-4478

STATE NETWORK

Alaska has benefited from a strong, working partnership between the following organizations:

Formed in 1975, the Alaska Association for Community Education (AACE) is responsible for the annual, statewide conference which provides training and assistance to Community Education personnel and volunteers, as well as to other persons interested or involved in Community Education projects; publication of a newsletter; and determining projects needed to sustain Community Education.

The State Department of Education (DOE) provides a 1/4 FTE position (Program Manager) in Community Education responsible for grant administration, compliance monitoring, training, and technical assistance. The Alaska Community Education Council provides support to the Program Manager.

The University of Alaska Southeast (UAS), in cooperation with the DOE, has established: (1) a Field Associate Network to provide regional technical assistance; (2) a Peer Monitoring System to exchange local program ideas; (3) a Community Education Resource Center; and (4) Community Education training on both a credit and non-credit basis.

Alaska's network also enjoys a relationship with several other key agencies and organizations (i.e., Cooperative Extension, the Alaska Adult Education Association, and the Alaska Parks and Recreation Association) that support Community Education directly or indirectly.

LOCAL PROJECTS

In FY '89, 51 of the state's 55 school districts applied for and received funds from the DOE to operate local Community Education programs. However, due to decreasing state funding, Alaska has part-time personnel in most programs, with only the larger districts able to employ a full-time Community Education staff. (The DOE reports that there are 246 Community School sites with 144 full-time Directors and/or Coordinators.) Due to reductions in the number of trained community educators and the great distances to be travelled, the state's primary efforts are focused on keeping people informed of resources, making training opportunities available, and sharing program ideas to support local rebuilding efforts.

Anchorage Community Schools
Anchorage School District
P.O. Box 196614
Anchorage, AK 99519-6614

Jill Waters
Supervisor
Community Education
(907) 269-2450

Type of District:	Urban (2,000 square mile Municipality of Anchorage)
Population:	229,000
Date Inaugurated:	1974
Paid Staff:	24 Full-time; 12 Part-time
Community Schools:	20 Elementary; 1 Middle; 1 High School
Annual Budget:	$879,000; 80% Local Funding

Community Education in Alaska and in Anchorage is vital to the well-being of residents. With long, harsh winters, the services and involvement opportunities provided at a Community School help to combat what is called "cabin fever." For over 14 years, the 2,000 square mile Anchorage School District has provided facilities and support to the almost 230,000 residents of the Municipality through its Community Schools. Of the District's 74 school buildings, Community Schools have been designated in 20 elementary buildings and 2 secondary buildings.

The Anchorage Community School Program's greatest resource is its many volunteers who, in the 1988-89 school year alone, numbered over 13,600 and volunteered over 57,000 hours. Each of the 22 designated Community Schools has an active association which contributes a great deal to the effective management and operation of the Community School. The associations possess various degrees of sophistication, but all are non-profit organizations with by-laws and officers. They are responsible for the development and direction of the Community School program. On the district-wide level, there is a Community Education Advisory Board which serves in an advisory capacity to the superintendent and school board on Community Education concerns. The board membership consists of 22 volunteer representatives, one from each of the Community Schools, 2 Community School coordinators, one principal, a representative from the Municipal Parks and Recreation Department, and the Community Education Supervisor.

Due to its strong volunteer force, the Anchorage program has always been able to maintain two sources of funding, one being local funding from the tax base and the other being state Community Education grant funding. During the past five years, the state grant funds for Community Education have dropped from $4.2 million to $600,000 statewide. Even while maintaining the same level of financial support at the local level, in 1988, the program was in trouble. It was determined that, by consolidating the programs of the Municipality and the School District, dollars could be stretched further. The administration of the program was streamlined and full-time Community School coordinator positions were established in each of the 22 Community Schools. The success of the consolidation was outstanding from a statistical standpoint but, more importantly, the local associations and the volunteers experienced a revitalization and a renewed interest in providing all six components of Community Education.

With the current down trend in the Anchorage economy, the Community Schools have focused on providing courses to improve job skills and training for small businesses. They have also been heavily involved at the district level and at local sites in dealing with drug and alcohol abuse by providing classes and setting up unit support teams. At individual Community Schools, the staff and volunteers work with agencies such as the American Red Cross, the Anchorage Center for Families, and Cooperative Extension to provide their services at the local school site. This cooperation and coordination is extremely important considering the size of the district.

The strength of the Anchorage program has always been the involvement of the community in the decision making process, whether that be in the development of a five year plan, the identification and resolution of neighborhood issues, or the consolidation of the Municipal and School District Community School Programs. The volunteers and staff are informed and take a great deal of pride and ownership in the program. As Dr. Carl LaMarr, Deputy Superintendent of the Anchorage School District stated, "The Community School program and its volunteers are the School District's link with the community. Their knowledge of the issues, support, and enthusiasm are a real plus not only to the District, but to the community as a whole."

OTHER NOMINATED LOCAL PROJECTS

Soldotna Community Schools
148 North Binkley Street
Soldotna, AK 99669

Dave McCard
Director
(907) 262-5846
Type of District: Small City

Sitka Borough Schools
Box 179
Sitka, AK 99835

Joyce Ketka
Director
(907) 747-8670
Type of District: Small City

Nome City Schools
Box 131
Nome, AK 99762

Pamela Thomas
(907) 443-5161
Type of District: Small City

Dillingham
Box 202
Dillingham, AK 99576

Kari Johnson
(907) 842-5223
Type of District: Rural

ARIZONA

CONTACT

Arizona Association for Adult, Community, and Continuing Education, Gayle Gibson, (602) 898-7954

STATE NETWORK

The Arizona state Community Education network is not as well articulated as it once was. (In May 1988, the Arizona Community Education Association voted to merge with the Arizona Adult Education Association, creating the Arizona Association for Adult, Community, and Continuing Education.) However, the implementation recommendations of the 1988-1993 State Plan for Community Education, accompanied by its acceptance from the Arizona State Board of Education, and the increasing momentum of the newly merged state professional organization will provide the direction that is necessary to maximize the strengths and resources of Community Education in the state.

LOCAL PROJECTS

Currently, Community Education programs are supported through local tax dollars, or are self-supporting through fees, rentals, and donations. About 30 districts have a part- or full-time coordinator for Community Education responsible for programs that include: before- and after-school child care; literacy programs; senior citizen activities; and recreation and leisure opportunities. A number of programs involve community and governmental agencies (i.e., the Forestry Service, libraries, Counseling Services, and local businesses and industries) to provide additional resources and/or services that might not be addressed otherwise -- such as working with dysfunctional families, co-dependency, and career training and re-training.

Community Schools
Flagstaff Unified District
3285 East Sparrow Avenue
Flagstaff, AZ 86004

R. W. "Wally" Quayle,
Principal or
Nora Townsend,
Coordinator
(602) 527-6190

Type of District:	Small City
Population:	50,000+
Date Inaugurated:	Spring 1973
Paid Staff:	3 Full-time; 150-200 Part-time
Community Schools:	13 Elementary; 2 Middle; 3 High Schools; 2 Other
Annual Budget:	$250,000; 80% Fee Funded

With a population of 45,000 people, Flagstaff is the largest community in Northern Arizona. Its Community Education Program is administered through Flagstaff

Community Schools, a unit of the Flagstaff Unified School District, which serves as a catalyst for fulfilling the community's educational, recreational, and enrichment needs. It also works with social service agencies to coordinate and effectively utilize services and facilities. The program is self-supporting in that class fees cover the cost of supplies and teacher salaries. Grant funds are also used for some programs. The majority of the classes are held in public school facilities. The operation of the program is coordinated with a full-time staff of secretary, coordinator, and principal, who in turn reports to the Superintendent of Schools.

Personal growth is the ultimate value in education and schools provide students the skills needed to continuously grow through life. The curriculum and learning process of Community Education is not an add-on in Flagstaff, but rather styled to benefit every member of the community. The Community School is the center of learning in which citizens of all ages are continuously encouraged to acquire more knowledge and skills, to feel that education is neither isolated from living nor a task to be completed, but a continuing part of life. Basically, Community Education provides an avenue for lifelong learning.

This process includes enriching the kindergarten through twelfth grade curriculum for school-age children; extending the use of public school facilities for community residents; and utilizing community resources and promoting cooperation among community agencies in providing continuous education, employment, and economic opportunities for all age groups.

Community Schools in Flagstaff originated in 1973, and today involve over 10,000 people annually. There are three sessions each year, fall, winter, and summer, offering over 300 non-credit, enrichment-type classes - social, cultural, recreational, skill, and academic - for all ages. These consist of business skills classes such as computer, word processing, investments, and typing, and special interest classes ranging from dance and fitness to astronomy and Spanish.

The evening and summer high school curriculum classes serve approximately 300 students yearly. The philosophy of summer high school is to provide an alternative for students who wish to graduate early and for students who need to make up deficiencies in order to stay in school and graduate. Summer high school also offers students the opportunity to have some flexibility in their schedules for taking classes which otherwise would be unavailable. Some students are able to increase their academic and lifelong skills simultaneously.

Driver Education provides a year round program which takes place before and after school, on weekends and during vacations. Both behind-the-wheel driving and classroom curriculum instruction are provided for approximately 250 students who range in ages from 15 years to senior citizens.

Elementary age children attend classes in reading, math, art, and Spanish as well as crafts, sewing, and computers. Classes are offered on a continuing basis in Kung-fu, Self-Defense, tumbling, dance, and music. The Extended Day Enrichment

Program was offered in six elementary schools serving over 400 children in 1988-89 and expanded to include eight locations in 1989-90.

The adult education component of Community Schools provides an opportunity for individuals to study for the General Education Development (GED) test as well as providing an opportunity for individuals who speak another language to learn English. There is also one-on-one assistance for adult basic education with a cadre of trained community volunteers who teach basic literacy skills. This is a cooperative effort with NAU, Coconino County Adult Probation, Native Americans for Community Action, and the State Department of Education, and has been labeled the "PALS" lab, the Principals of the Alphabet Literacy System. Combined enrollments for all adult education programs reached over 400 people in 1989.

The Community Schools also offer college credit and training programs through Yavapai College Extension. These classes are offered at Flagstaff Public School sites and utilize local instructors.

Mesa Public Schools
Community Education
549 North Stapley Drive
Mesa, AZ 85203

Jesus Cardona,
Joyce Hogan, and
Gale Gibson
(602) 898-7888

Type of District:	Suburban
Population:	300,000
Date Inaugurated:	1972
Paid Staff:	7 Full-time; 5 Part-time
Community Schools:	Elementary, (16 Summer, 20 After-school, 20 Pre-kindergarten); 6 Middle; 3 High Schools; 3 Other

The primary goal of the Mesa Public Schools Community Education Department is to provide educational, recreational and social opportunities for people of all ages. Programs are conducted throughout the year in the public schools and are broad-based, constantly adjusting to meet current community needs and interests. This flexibility fosters positive communication and cooperation between the schools and the community and is a factor in Community Education's achieving its major goal--providing lifelong learning opportunities.

The program is managed by a full-time staff that includes a director, 2 program specialists, and a community liaison. There is also support from 5 part-time program specialists and summer school site specialists. There are many cooperative ventures involving community agencies, including Mesa Parks and Recreation, YMCA, Arizona State University, Rio Salado Community College, Northern Arizona University, Tri-City Behavioral Services, Campfire, Boy and Girl Scouts, the State Department of Education, the Adult Probation Department, Child Protection Services, Mesa Police and Fire Departments, the Mesa Public Library, the Mesa Senior Citizens Center, and 25 other agencies. This interagency linkage is constantly enlarging, as community needs diversify and increase.

Classes and activities are offered to all community members from 3-1/2 years of age to senior citizens and are designed to address a variety of interests and educational backgrounds. Special needs that Community Education programs are working to address are family literacy, the dysfunctional family, co-dependency, substance abuse, step-families, miscellaneous adolescent social issues, skill development and enrichment, early childhood education, and at-risk students and their families.

The summer elementary and junior high school remediation programs have been developed to form an extension of academic program requirements that address essential skills in reading, math and written communication for kindergarten through 6th grade, and in English, math, reading, science, and social studies for 7th and 8th grade. All of these programs have been recognized as exemplary by the State of Arizona.

Another program recognized by the State is the pre-kindergarten program. This is designed to provide kindergarten readiness training for 3-1/2 to 5 year-olds, using a curriculum that directly relates to the academic, social, and emotional needs required for kindergarten. Services are provided for those students who enter kindergarten and are unable to cope for varying reasons. Students with hearing, speech, and learning problems are identified and referred for assistance. This program received the Arizona School Board Golden Bell Award in 1990.

A third model program in the State is Mesa's adult education program. This curriculum includes computer-based programs, as well as integration of social and vocational survival skill needs. Intensive staff-development has been implemented to assure maximum instructional efficiency. Linkage with the Adult Probation Department, IBM, Arizona Supreme Court, and the Arizona Department of Adult Education has culminated in the opening of the the Frank X. Gordon Literacy Center.

Special interest programs include children's dance and after-school enrichment, adult dance and enrichment, foreign languages, and job skill advancement opportunities. Community seminars that address current issues and needs of the community are offered for adults.

The Mesa Public Schools Community Education Department is committed to providing its community with quality programs that reflect current issues and needs, maintaining linkage with local agencies, and providing facilities for classes, seminars, and recreational opportunities.

Community Education
Paradise Valley Unified District
15002 North 32nd Street
Phoenix, AZ 85032

Mary Lou Immer
Director
(602) 867-5109

Type of District: Suburban
Population: 130,000
Date Inaugurated: 1976
Paid Staff: 5 Full-time
Community Schools: 23 Elementary; 4 Middle; 3 High Schools; 1 Other
Annual Budget: $824,000; 50% Rentals, 50% Tuition

Paradise Valley School District, with a population of approximately 130,000, is located in North Phoenix. The district is a microcosm of the entire city of Phoenix: single parents, working parents, both low-income housing and very luxurious homes. Currently, the district is experiencing an increase in immigrant students.

In 1976, a Community Education program was initiated by a few teachers and residents who convinced the district to apply for a federal grant. The Board of Trustees adopted a policy to promote and encourage the Community Education concept. In 1980, due to budget constraints, the program became self-sustaining. By 1989, the operating budget was almost $900,000, with five full-time employees and literally hundreds of part-time employees including teachers, custodians, aides, bus drivers, and community members. Academic and enrichment programs are high quality and low-cost. Rental income is used to pay utilities and to support the maintenance and regular school program.

Acting as a broker and problem-solver, the Paradise Valley Community Education Department is service-oriented toward residents, students, teachers, principals, agencies, and business. The program, headed by an administrative director positioned in the Educational Services Department, has two complimentary responsibilities: (1) provision of year-round academic, enrichment, cultural, and recreational opportunities for school district residents of all ages; and (2) scheduling, coordination, and rental of rooms, fields, and auditoriums.

How is it done? Programs that other agencies can provide with more expertise are contracted with interagency or rental agreements. Before- and after-school child care, located in all elementary schools, is provided by such agencies. The City of Phoenix provides noon-time recreation in high schools and free summer camps in elementary and middle schools. Six universities, local and national testing services, and various counseling agencies use district rooms to bring their services closer to their patrons. Auditoriums are used for public political, civic, and cultural events. Collaboration with high-quality commercial educational companies provides unusual, and popular, after-school enrichment classes. A recent computerization of most operations has provided a professional image and long-range planning tool, up-to-date mailing lists, access to district data, and more efficient accountability.

Paradise Valley Community Education is a "user-friendly" program, with "user-friendly" meaning that it is in the people business. Responses to problems are made the same day. Understanding principal and teacher perspectives means getting into schools to solve problems or to plan new programs. Returning funds to school departments to supplement their budgets makes community use of schools very acceptable. Citizen/school personnel task forces can, during a short-time commitment, identify a need and possible solutions.

Evaluation of each program is planned. A Behind-the-Wheel program of on the road driving instruction is checked by regularly scheduled random phone calls to participants, parents, and the community. Parents are surveyed twice a year in 5th Dimension kindergarten enrichment classes. A 2,000 student summer high school incorporates teacher and program evaluation. Evaluations are the basis for change whenever the need is indicated.

Some events are "special" because they bring so much satisfaction to participants. Parent conferences, with free child care, occur on Saturdays when teachers and local agencies provide one-hour seminars designed to interest parents. Annual custodian lunches express community appreciation and gain much needed cooperation. Holiday ballet performances expose 2,500 students to a cultural experience in exchange for auditorium use. Travelogue film programs attract seniors. A summer senior academy program is a new idea planned for the summer of 1990 using empty, but cool, schools.

In Paradise Valley District, Phoenix, Arizona, Community Education is alive and well. It is fun, exciting, challenging, rewarding, and sometimes frustrating... exactly what lifelong learning is all about.

School Community Services
Tucson Unified School District
1010 East 10th Street
P.O. Box 40400
Tucson, AZ 85719

Dr. Gene Weber
Director
(602) 882-2425

Type of District:	Urban
Population:	500,000+
Date Inaugurated:	1970
Paid Staff:	6 Full-time

The Tucson Unified School District has 57,000 students in a metropolitan area of over 500,000 people. School Community Services is the division of the school district which is responsible for community involvement programs. Community Education programs serve as both a model of, and a vehicle for, broad-based participation in the Tucson Unified School District schools. They address the central task of education: to implant a will and facility for learning, to produce not learned but learning people. The following are examples of School Community Services' current activities.

- Volunteers in Public Schools (VIPS): The VIPS program began in Tucson in 1980 to assist individual schools in the development of site based volunteer programs. VIPS provides on-site technical assistance, program handbooks, and volunteer training, all designed to provide a coordinated and systematic approach that will assist staff and teachers in meeting the educational needs of students.

- Educational Exchange: To support academic curricula and enhance volunteer contributions, the Educational Exchange Program offers schools, volunteers, parents, and community members a variety of learning workshops and resources intended to improve effectiveness and increase educational opportunities and services for the people of the Tucson community. Learning workshops are available on a variety of topics including: curriculum enhancement, tutoring, computers, parenting, counseling and guidance, and volunteer program management.

- Partners-in-Education: This program involves businesses with individual elementary, junior high, and high schools. Community partnerships serve as a mechanism for bringing the "outside" world directly into contact with principals, teachers, and students. Partners-in-Education provides a myriad of community resources to the schools, from guest speakers and field trip opportunities to complete curriculum enrichment programs designed and implemented by the school-business partnership.

- Math Homework Hotline: The Hotline is a telephone resource and support service for K-12 students and their parents. It provides a source of immediate aide for students who are encountering problems in the completion of math homework assignments or have questions while studying for an exam. The Math Homework Hotline operates Monday through Thursday from 7 to 9 p.m.

- Intergenerational Program: The purpose of this program is to develop projects and activities which increase cooperation, interaction, and exchange between schools, students, and the older citizens of the community. Projects include: Student Service Learning, outdoor student volunteer service for frail elderly; Seniors Pass, free admission to musical, theatrical, and sporting events; and Pleasure of Your Company, a hot lunch program for seniors.

- School Community Partnership Council (SCPC): The Council strives (1) to develop better understanding between Tucson Unified School District and the community with respect to matters relating to education, and (2) to create unity of action and support which relates to the best interests of children, and (3) to provide a communications system involving the local school community, the Superintendent of Schools and the school board.

- Student Clothing Bank: The Student Clothing Bank provides clothing and shoes for needy students. It is a special service provided for students in Tucson through the collaborative efforts of the PTA and the school district.

In Tucson, School Community Services is involved with the entire community and with the other community agencies which involve its citizens. School Community Services has a full-time staff which includes a Director who responds to parent, community, and school concerns; acts as liaison to the School/Community Partnership Council; facilitates collaboration with community agencies and organizations; coordinates after-school and summer school programs; and, in general, administers Community Education programs. An Ombudsperson facilitates student transfers; approves guardianships, placements, and custody papers; acts as the liaison between school/community organizations and youth groups; and is the problem solver for parents, staff, and community members. The staff also includes a coordinator for the Partners-in-Education Program, a liaison/trainer for the School Volunteer Program, and two community liaison specialists.

OTHER NOMINATED LOCAL PROJECT

Page Unified District
Community Education
P.O. Box 1924
Page, AZ 86040

Steve Childs
(602) 645-8801
Type of District: Rural

ARKANSAS

Arkansas was one of only three states that did not apply for a State Community Education Planning Grant to assist in the preparation of a five-year Community Education Development Plan. A position within the Arkansas Department of Education with responsibilities for Community Education Development has been vacant for over two years and development within several higher education institutions has been sporadic. There are several local Community Education projects and a State Community Education Association, but no current state contact person was identified. There appears to be no coordinated statewide initiative for Community Education development.

LOCAL PROJECTS

Fayetteville Community Schools
and Adult Education
Fayetteville Public Schools
West Campus
2350 Old Farmington Road
Fayetteville, AR 72701

Karolyn Farrell
Director
(501) 444-3041

Type of District: Small City into Rural
Population: 75,000
Date Inaugurated: 1961
Paid Staff: 10 Full-time; 60 Part-time
Community Schools: 8 Elementary; 2 Middle; 7 High Schools; 11 Other
Annual Budget: $350,000+; 80% Local Funding

Fayetteville Community Schools and Adult Education acts as an "Umbrella of Learning," providing diverse activities for the community. The community itself is also diverse, including the population of Washington County and drawing from Benton, Madison, and Carroll Counties in northwest Arkansas. Additionally, many students travel from Oklahoma and Missouri to participate in Community Schools programs. Fayetteville is the home of the largest university in the state and the city serves as the economic and trade center for the area. Just as there is a large, educated university population, there are also many under-educated adults.

The Fayetteville Community Schools is a unit of the Fayetteville Public School District and receives strong support from the Board of Education and the Superintendent of Schools. The Community School concept is based on the philosophy that schools belong to the community and that there shall be continuous adult education. The Community School's Umbrella of Learning covers GED/ABE, Adult Vocational Education, Veterans' programs, a summer program, driver education, intergenerational services, and programs of general interest to adults. The Community Schools shares space with the youth center in providing on-going youth and adult activities 12 months a year.

The district pays half the salary of the Director and secretary and provides office facilities, utilities, and use of all school facilities. Additional funding comes from grants, State Department of Adult Education GED/ABE funds, State Department of Vocational Education funds, and class fees. Since it is a community based program, area residents serve in many capacities as advisory board members, tutors, evaluators, and as paid and unpaid staff and teachers. Interagency collaboration is extensive and includes formal and informal contracts with 60 agencies belonging to the United Community Services in Washington, Benton, Madison, and Carroll Counties. Additional agencies involved with the program include Rehabilitation, JTPA, employment agencies, the Department of Human Services, Charta Vista, the County Jail, Ozark Guidance, the Youth Center, the university, and many others.

The focus of Community Education is on "people helping people," on bringing people together for their mutual enjoyment and/or benefit. In 1988-89, almost 800 people took GED/ABE classes; and over 2,000 were involved in Community Education classes ranging from low impact aerobics, to interior design, to computer literacy, to small engine mechanics, to summer enrichment classes for children. One wood carving class provides a good example of the way Community Education brings people together. In 1989, this class included: an internationally known journalist; four dentists; an M.D.; two graduate students; two high school dropouts; a young mother; two grandmothers; two professors; a high school principal; a rancher; and a chicken farmer.

Chicken processing is a large industry in Fayetteville which employs many undereducated adults, including those for whom English is a foreign language. Area industries, such as Tysons, the largest chicken producing and processing plant/farm in the country, cooperate with Community Education and provide on-site facilities for ESL and ABE programs. The university assists in the literacy program by allowing work force personnel (ie., employees from food service, University farms, physical plant, grounds keeping, and other who need help with basic skills to get a GED diploma) time away from duties to attend classes. The school district recognizes Community Education classes for staff development credit and pay scale placement.

The Fayetteville area is one of the fastest growing areas in the country. Community needs are constantly changing. The staff of Community Schools and Adult Education says that they'll "try anything that is needed, as long as it is moral and legal." In their efforts, they have the support of the school district, the university, local industry, and the community.

OTHER NOMINATED LOCAL PROJECTS

Pangburn Public Schools
School-Based Development Enterprise
P.O. Box 68
Pangburn, AR 72121

Jerome Browning
Superintendent
(501) 728-4511

Monticello Public Schools
P.O. Box 517
Monticello, AR 71655

Glen Gilbert
Assistant Superintendent
(501) 367-6864)

CALIFORNIA

CONTACT

California Association for Community Involvement in Education, Bill Parks, (209) 441-3773

STATE NETWORK

Networking throughout California is the responsibility of the newly formed (August 1989) state Community Education organization, the California Association for Community Involvement in Education (CACIE). CACIE works closely with county departments of education, unified school districts, existing regional centers, the State Department of Education, individual schools involved in community projects, departments of higher education, and private businesses.

LOCAL PROJECTS

Evidence of Community Education activities is seen through local and statewide partnership processes and programs, including parent involvement training and conferences, adopt-a-school and other school/business partnerships, interagency assistance for at-risk and dropout youth, recognition and support of teaching as a profession, summer youth programs through local unified school districts and junior colleges, and adult education programs.

Several county departments of education (i.e., San Diego, Santa Barbara, Los Angeles, Butte, and Fresno) are involved in Community Education projects with Fresno Unified School District being the largest Community Education Department in the state with one Director, six Community Education Specialists, and two special project coordinators.

Community Education Department
Fresno Unified School District
Tulare and "M" Streets
Fresno, CA 93721

Bill Scott
Director
(209) 441-3482

Type of District:	Urban and Suburban
Population:	400,000+
Date Inaugurated:	June 1981
Paid Staff:	10 Full-time; 3 Part-time
Community Schools:	60 Elementary; 13 Middle; 8 High Schools; 1 Adult School
Annual Budget:	$1.5 million

The general philosophy of Community Education is one that seeks to extend the traditional concept of teaching children into one of identification of the needs and desires of the total community. Fresno Unified School District's Community Education Program is designed to involve citizens with their neighborhood schools and district office, thereby enabling the District to directly address community needs. In Fresno, Community Education goals are achieved by providing a large variety of programs and services that meet the needs of the total community.

Fresno is the third largest school district in California and has sixty elementary schools, thirteen middle schools, eight high schools, and one adult education program. The Community Education Office works with all eighty-two schools, in one way or another, on a year-round basis. The size of the Community Education staff (a director, six Community Education Specialists, two special program coordinators, and two clerical staff members) provides the manpower necessary to serve each school site as well as to work with community groups, agencies, and businesses.

Fresno's Community Education Department offers a wide variety of activities, programs, and services to both the school district and the entire community. The majority of services provided go directly to the local public school student and parent, but some private schools, as well as adults not directly connected with the schools, are included and served. At present, there are approximately forty-five different projects/activities fully developed and in place with new needs being addressed as they are identified.

Some of the more popular programs presently underway include: Camp Esteem; Community Based Leadership Class; Elementary and Middle School Basketball League; El Teatro De Las Cucarachas; three fee-based summer enrichment programs; before/ after-school enrichment classes; school/business partnerships; sports clinics and recreation programs, and after-school child care programs.

Several factors contribute to the success and continued growth of the program. The total district-wide commitment to establish new projects and nurture existing ones, the size and structure of the Community Education office itself, and the flexibility and freedom with which the Community Education Specialists are allowed to function are but three of the reasons.

The flexibility and freedom allowed each Community Education Specialist is results in a great deal of interaction and collaboration with several public and private community agencies, institutions of higher education, state organizations, parent groups, the State Department of Education, and local businesses. One of the main reasons for the large amount of interaction is the Community Education Advisory Committee. The Committee is composed of community leaders, business people, parents, and agency representatives, all with the responsibility of providing input as to community needs which may be met by the Community Education Department.

The major citizen involvement initiative presently being addressed is the organization of the district's annual parent conference. The conference, begun in 1987, attracts approximately twelve to thirteen hundred parents, teachers, administrators, and business and community leaders. This project provides an excellent opportunity for all members of the community to collaborate, not only through participation in the event itself but also through each group's representation during all stages of planning.

Bassett Adult School
Amnesty/ESL Program
904 North Willow Avenue
La Puente, CA 91746

Rita Leroux
Principal
(818) 918-7611

Type of District:	Urban
Population:	12,000
Date Inaugurated:	May 1988
Paid Staff:	10 Full-time; 54 Part-time
Community Schools:	2 Elementary; 1 High School; 3 Other
Annual Budget:	$1,500,000; 89% State Funding

The strength of the Bassett Adult School Amnesty/English as a Second Language (ESL) Program is that it is meeting the needs of an under-served and often undereducated and impoverished population. The Bassett Unified School District, located on the outskirts of Los Angeles, has a population which is 85% Hispanic and which falls in the lower socio-economic bracket. The district is a 3.5 square mile area which encompasses four different cities. Since there is no identity with a specific city, the school district has had to create its own sense of community. The Adult School has added to that community spirit through a strong Amnesty/ESL Program which has tripled in size in the past two and a half years. Approximately 5,000 people out of a total population of 12,000 are involved in the program each year.

Financial support for the program comes from the State of California through its basic State Aid allocations, a federal Adult Basic Education grant, and federal SLIAG/IRCA funding. Local support comes from area agencies and the school district itself.

The growth and strength of the Amnesty/ESL Program has been accomplished through several means. There is an aggressive outreach program, instituted in both Spanish and English, designed to reach as many community members as possible. Collaborative efforts with the elementary schools, middle schools, high school, and continuation school have aided in referrals of community members to classes. The Dropout Recovery Program Specialist, the school community aides, and the health care staff, all provide information to potential students and give referrals to the Adult School. An active Community Education Advisory Council provides leadership and impetus for the program. Members include the Director of Literacy Volunteers, the Director of the Employment Development Department, industry representatives, a local parish priest, community members, and students.

There are also joint efforts with outside agencies which provide facilities for classes. Amnesty/ESL classes are held in a park facility and a training center for developmentally disabled, as well as in elementary schools, the district high school, and the adult school. JTPA is a potential source of income for student training, while the local Catholic Church is a source of volunteers and potential students.

The Adult School has been able to provide for the needs of students on a timely basis, with no student ever having been put on a waiting list. The mandates for amnesty are met through the integration of competency-based English language instruction along with history and government. Classes meet in every corner of the district, thus providing immediate access for students. Classes are held both during the day and evenings to further facilitate access. There is also free day and evening child care, which is currently provided for approximately 200 children. An educational program, taught in English, is part of that care.

In order to encourage students to attend classes beyond the 40 hours mandated by the amnesty legislation, classes are kept interesting, students are tested for placement in classes, and retention is stressed. Students who cannot read or write in Spanish are placed in a Spanish literacy class with a transition into regular Amnesty/ESL classes after reaching a certain skill level. There are bilingual classes in General Education Development (GED) preparation, parent education, office occupations, upholstery, printing, and auto repair. Competency-based instruction makes education meaningful in the lives of students by giving them vocabulary and skills to live in today's world.

The Amnesty/ESL Program has received a great deal of support from the district and in turn has been a significant influence in the district. Since students are voluntarily in the program, their attendance at the Bassett Adult School, as well as their input to the instructional staff, shows that their needs are being met. Evaluations have shown overwhelming support for program teachers and administrators. As the director of the San Gabriel Valley Training Center has said, "The Bassett Adult School has been a dynamic innovative force in meeting the needs of the community. Their ESL classes have enabled many students to bridge the gap into competitive employment and become active members of the community."

High Density Project
Crime Resistance Program
476 Park Avenue, Suite 1
San Jose, CA 95110

Sgt. David Delgado
(408) 277-4133

Type of District:	Urban
Population:	29,578
Date Inaugurated:	January 1988
Paid Staff:	11 Part-time
Annual Budget:	$135,000 (Approximately)

The High Density Project's Crime Resistance Program, originally developed by the Interagency Council on At-Risk Youth, is a cooperative multi-agency endeavor. Today, the San Jose Police Department, in conjunction with the Alum Rock Union

School District, facilitates the use of multi-agency resources, and serves as the overall coordinating body for the Project.

When the Council first created the project in December 1986, the goal was to identify a high risk, high density community where it could bring its collective resources to bear. The project's current target area is densely populated and has the highest birth rate in the City of San Jose, 1,652/1,000 women. It is a poor area with many unemployed. Residents are multi-cultural and highly mobile, all having moved into the area within the past five years. Most do not understand American government and services, nor do they know about the resources available or how to access them. People are fearful of their neighbors. Crime here is 2.3 times greater than in the rest of the city. Educational and cultural gaps isolate and divide the neighborhood's residents and impede the development of a strong community voice.

The intent of the project was to form a partnership consisting of school, community, and family representatives. By combining early intervention efforts with an effective crime prevention/resistance program, the project provides an excellent model for comprehensive and positive community development and change. This approach also supports and encourages the participation of multi-cultural families living in the target area. Quarterly community forums address a variety of concerns expressed by neighborhood residents.

An elementary school houses the project's office and serves as the "hub" for project activities. A three-quarter time Crime Prevention Specialist serves as the Project Manager, eleven part-time staff are currently funded to work in the two components, and the school principal serves as the project site coordinator.

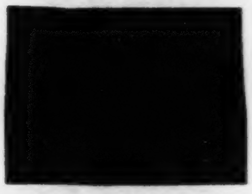
Many agencies and organizations are involved in the High Density Project. From the City of San Jose, the Community Improvement Program, the Police Department, the Graffiti Project, and the Department of Recreation, Parks, and Community Services are included. Those involved from Santa Clara County include the social service agency, Child Advocacy/Delinquency Prevention Commission, Bureau of Drug Abuse Services, Probation Department, Public Health Nursing, and the County Office of Education. Community organizations are also involved, including associations of apartment owners and residents, PCP Prevention Network, Mexican-American Community Service Agency, the Scouts, The Home Team, the PTA, and many teachers and principals. A multi-agency Project Resource Committee was formed consisting of representatives from these groups. It meets with project staff on a quarterly basis to provide feedback and input.

The Crime Resistance Program focuses on involvement and is designed to increase citizens involvement in the project and in their neighborhoods. Its objectives are to (1) recruit, train, and use volunteers to work within the community; and (2) establish and maintain neighborhood involvement through drug awareness and crime prevention presentations and by developing neighborhood watch programs. The Crime Resistance Program develops and tailors crime prevention programs for the schools and for the community. A coordinated service network also is being developed by holding events which bring together a variety of people from the various minority groups in the target area.

The project is an ambitious one, but the problem is severe. Project services are varied. Project staff provides bilingual assistance and translation, plus teacher in-service. An extra-duty Police Officer and a part-time Probation Officer funded by the Project provide classroom presentations on child safety, crime prevention, drug abuse awareness, and other topics. The part-time Probation Officer maintains a consolidated caseload of "high intensity" juvenile probationers living in the target area, refers youngsters to the juvenile courts, and diverts juveniles to community-based organizations for individual and family services. Three bilingual tutors, Spanish, Cambodian, and Vietnamese, from the City of San Jose's Recreation, Parks, and Community Services Department conduct daily tutoring and home work study sessions. The Department also offers after-school recreational activities to all interested students. The community liaisons, school staff, parents, neighborhood residents, and community volunteers plan and conduct special community and cultural events.

OTHER NOMINATED LOCAL PROJECTS

Butte County Department of Education 1859 Bird Street Oroville, CA 95965	Jerry Allred Community Education Coordinator (916) 538-7249
San Diego County Office of Education 6401 Linda Vista Road San Diego, CA 92111	Bruce Braciszewski Communications Coordinator (619) 292-3685
Santa Barbara Public Schools 4400 Catherdral Oaks Road P.O. Box 6307 Santa Barbara, CA 93160	William J. Cirone Superintendent (805) 964-4711
Orange County Department of Education 200 Kalmus Drive Costa Mesa, CA 92628	Lorraine Dageforde Industry & Education Partnership Specialist (714) 966-4344
Los Angeles County Office of Education 9300 Imperial Highway Downey, CA 90242	Carol Fox Elementary Curriculum & Community Education (213) 922-6356



COLORADO

CONTACTS

Colorado Community Education Association, Byron Syring, (719) 852-2212
Colorado Department of Education, Ray Peterson, (303) 866-6782
Colorado State University, Charles Porter, (303) 491-6316

STATE NETWORK

The Colorado Community Education Advisory Committee is composed of representatives from the State Department of Education, the Colorado Community Education Association, and the state's institutions of higher education, who are involved in the following ways:

The State Department of Education has appointed a half-time consultant to promote the concept of Community Education. Additional staff contributions in the areas of adult education, special education, parent involvement projects, and day care have furthered partnerships between schools and the community. An executive from IBM, on loan to the department, has worked exclusively on the development of school/business partnerships.

Through workshops and consultations, the 100 member Colorado Community Education Association promotes the efforts of Community Education.

Higher education institutions are actively involved in the Colorado Community Education Project. As a result of their strong commitment, many graduates are familiar with and involved in Community Education endeavors.

LOCAL PROJECTS

Approximately 32 of the 176 school districts in the state have some form of Community Education program. Program areas include: adult education; senior citizen activities; school/community partnerships; parent involvement and education; K-12 curriculum enrichment; high-risk students; and preschool and day care.

Community School Program
Washington Community School
Boulder Valley District
1215 Cedar
Boulder, CO 80304

Joan Russell
Director
(303) 447-1010, Ext. 582

Type of District:	Small City
Population:	120,000
Date Inaugurated:	1976
Paid Staff:	9 Full-time; 1 Part-time
Community Schools:	26 Elementary; 9 Middle; 5 High Schools; 2 Other
Annual Budget:	$959,045; Self-Supporting (Tuition and Rental Fees)

The Boulder Valley School District Community School Program has existed since 1976. The program initially began with block grant funds and city, county, and school district funding. Since a major reorganization in 1986, the program has been self-supporting. The program facilitates the rental of all 42 school district buildings, including gyms, auditoriums, fields, and classrooms, which are available to the community at a reasonable rental rate. These rental revenues and fees from a wide variety of tuition-based classes and activities provide the resources for all program and personnel expenditures, with the school district providing in-kind services such as payroll, purchasing, and maintenance. This unique funding arrangement works well in the Boulder Valley School District and has allowed the program to survive district budget cuts when many programs not directly involved in K-12 education were threatened.

The Community School staff of 9.5 FTE's work from a central location in a 1903 vintage school district facility, Washington Community School. Staff consists of a director, three program coordinators, a school-age child care program director, registrar, rental clerk, secretary, and two custodians. The program's director reports to the Executive Director of Adult, Technical, and Community Education, who in turn reports to the Deputy Superintendent of Schools. The Washington School facility not only serves as the Community School's central office and houses two district programs, but is home to a number of renters, including a large private preschool, several child care programs, RSVP (Retired Senior Volunteer Program), and a county agency.

Approximately 7,000 adults and children participate in a wide variety of Community School programs annually. An exciting new collaborative program is the School-age Child Care Program targeting the outlying communities of Boulder County. Four school-based, before- and after-school child care programs presently operate through the Community School Program in cooperation with the county Community Services, Social Services, Mental Health Center, Health Department, and the United Way. The Community School Program administers the program and supervises day-to-day activities for 96 students ages 5 to 12, emphasizing enhancement of self-esteem and providing a safe, predictable environment. Small, professionally-led support groups provide early intervention in substance abuse and dropout prevention. At 17 local elementary schools, after-school enrichment classes are offered immediately following dismissal. These tuition based classes are intended for enrichment, not child care. The class opportunities include algebra, tumbling, computers, chess, cartooning, and a multitude of others.

A kindergarten enrichment program is offered at six self-selected elementary schools. For a monthly fee, these provide an additional half-day to the public school half-day kindergarten program. In 1988, the Community School Program implemented an affordable, high quality preschool/child care program for employees of the school district. This successful program is currently operated under contract by a private preschool.

Other successful community programs include supervised day-long ski trips on non-school days (400 skiers on 8 trips in 1988-89), a Community School ski swap, and the popular teen-age driver's education classes.

The quarterly class catalog is mailed to every patron in the school district. Tuition-based classes for adults include foreign languages, computers, health, business, creative arts, cooking, personal growth, and recreation. In all cases, the emphasis is on learning for the joy of it.

Adams County School District #12

Type of District:	Suburban
Population:	80,000
Date Inaugurated:	August/September 1985
Community Schools:	24 Elementary; 6 Middle; 3 High Schools; 2 Other

Adams County School District #12, with 24 elementary schools, six junior high schools, three high schools, one vocational high school, and one alternative junior/senior high school, is a large district serving a 62 square mile suburban area north of Denver. Currently, the area has 80,000 residents and a school population of 20,000 students from varied social and economic backgrounds. Funding for Community Education comes from a variety of sources, like the Colorado Vocational Education Act, tuition and fees, and the district itself, and these sources vary depending on the specific program involved. P.A.L. and the Before- and After-School Programs at Old Westlake Community Center and the Bright Horizons Early Education Center are three examples of the way Community Education is serving Adams County.

P.A.L. and Before/After-School Programs
Old Westlake Community School
13005 North Lowell Blvd.
Broomfield, CO 80020

Johnna DeBella,
Community Education
Supervisor
(303) 469-5165

Paid Staff:	3 Full-time; 45 Part-time
Annual Budget:	$246,000; over 86% Tuition Funded

P.A.L. - Parenting Awareness for a Lifetime:

This program is a cooperative effort by Old Westlake Community Preschool and Eastlake Alternative School. The alternative school provides the opportunity to attend school for students in grades 7 through 12 for whom the traditional educational setting did not work.

The students from Eastlake who are enrolled in Child Development classes are transported to Old Westlake Community Preschool twice a week for class. During their seventy minute stay, 30 minutes are spent in the classroom actually working with a preschooler and 40 minutes are spent assisting the Old Westlake Community Preschool Director in preparing teaching aids and writing classroom observations. The preschool director and the child development teacher coordinate lesson plans to provide for the needs of both the preschoolers and the high school students. The preschool children benefit from the extra attention and enjoy seeing their "pals" come to class. A monthly parenting class is also offered at Old Westlake Community School for the Eastlake students and the parents of the preschoolers.

The goals of this program are student achievement, at-risk and dropout prevention, career guidance, and parenting skills. Many of the Eastlake students are potential dropouts and are young parents of infants, toddlers, or preschoolers. This experience and training provides them with the skills to become better parents.

Before- and After-School Programs:

Begun in 1985, Community Education currently sponsors 14 before- and after-school programs at local elementary schools. Tuition based, they provide parents a quality alternative to child care, with a wide variety of daily activities as well as field trips for children in kindergarten through 6th grade. All programs are licensed by the Department of State Social Services thereby providing the opportunity for child care for parents on assistance programs.

The programs are financially self-supporting and contribute to the District Community Education Program budget. Although fees vary by site according to the economics of the local school community, there is a sliding scale fee structure available at each site. The programs are licensed by the Department of State Social Services and, therefore, tuition is available for low-income families on social services. The fees include the cost of a snack, craft supplies, and participation in some activities and field trips. The Community Education Supervisor monitors the programs and provides training and supervision for personnel. The program site coordinators work closely with each school's staff and administration to jointly provide students and parents a positive experience.

The programs improve the quality of life for everyone in the community: the children are happy to be with others after school and are not home alone watching television or running around the neighborhood; the parents don't feel guilty because they have to work and know that their child is safe, happy, and active; and the school is helping the children to become healthy, productive students with happy parents. An increase in student self-concept and achievement, at-risk intervention, and dropout prevention are also goals and by products of the before- and after-school programs.

Bright Horizons Early Education Center 5321 East 136th Avenue Brighton, CO 80601	Dian Marsh, Center Director (303) 450-2439

Paid Staff:	8 Full-time
Annual Budget:	$100,000

The Bright Horizons Early Childhood Center is a joint venture involving both the Community Education Department of Adams County School District and the Department of Vocational and Home Economics. Funded by the Colorado Vocation Act, tuition and grants, the program is located at Horizon High School and offers child care to students, staff, and community members. The Center has a nursery for ten infants, a toddler room, and a preschool/daycare room.

Staff members are considered part of the District's Community Education staff since Community Education monitors the funding and provides supervision and training for personnel. Meeting the needs of at-risk students, dropout prevention, and providing a service to staff and community members are the main program objectives. An advisory board provides input to the Center and is composed of the center director, the school's assistant principal, a high school counselor, the home economics teacher, the Community Education Supervisor, the district vocational coordinator and facilitator advocate for the Pregnant and Parenting Teens Program.

Students from the high school's vocational and home economics classes work in the Center daily as part of the curriculum. The infant room is reserved solely for teenage mothers who are required to participate in parenting classes held on site. Providing this service has been 100% successful in keeping young mothers in school so they may complete their high school education. In addition to students, the toddler and preschool/daycare rooms are open to staff and community members who serve as role models for the students and their families.

In its second year of operation, Bright Horizons Early Education Center has been very successful in this district and has become a model for many other school districts both within Colorado and in other states.

Monte Vista Community School
531 Second Avenue
Monte Vista, CO 81144

Byron E. Syring
Director
(719) 852-2212

Type of District:	Rural
Population:	3,800
Date Inaugurated:	September 1973
Paid Staff:	1 Full-time; 7 Part-time
Annual Budget:	$91,000; 40% Local, 40% Federal Funding

The Monte Vista Community School had its beginning in 1973 with a group of Head Start Teachers who had expressed their desire to continue their education. From this small beginning, the Community School was organized with the express purpose of (1) extending the educational horizons of dropouts and providing them with a second chance to complete their education and improve their salable skills for employment; and, (2) offering additional training to graduates who wanted to upgrade/update their skills for advancement purposes or to secure better employment.

The Monte Vista service area, the San Luis Valley of southern Colorado into northern New Mexico, is the most depressed area in Colorado. The geography of being surrounded by mountains on three sides and the dry, cold climate tend to keep many residents isolated from the rest of the state and from outside influences. Over thirty-one percent of the local area population has less than a ninth grade education, while fifty-seven percent has not yet completed high school. Twenty-three percent of the area population either does not speak English well or at all. In conjunction with the low adult educational attainment, the San Luis Valley statistics in welfare, unemployment, under-employment, and poverty are among the highest in Colorado. Most people are employed in agriculture, and a higher percentage of persons work fewer than fifty weeks per year in the San Luis Valley than in any of Colorado's other regions. The Monte Vista Community School believes that adult educational attainment must be increased if the cycle of poverty in this area is to be broken. Working with this policy has helped raise local living standards. A win/win state of mind has overcome what had been a lose/lose orientation.

In brief, the Community School policy is "to provide service through education for all who wish to improve their lot in life." The overall goals of the program are: (1) to be concerned with and contribute to the quality of life in the community; (2) to develop opportunities and programs that will lead individuals of all ages to better life circumstances in overcoming the restrictions of partial education or inadequate job skills; (3) to utilize resources that will be used for the benefit and overall welfare of the community and its citizens; (4) to help citizens improve their community through positive self-esteem; and (5) to provide, through a considerable investment of public funds, the organization needed to complement Monte Vista Public Schools' total educational offerings to the community.

The Community School program is a broa-based effort. Sponsored by the Monte Vista Public Schools, it is supported by a variety of other agencies including:

the Rocky Mountain SER, United States Forest Service, the Rural Electric Cooperative, banks, government agencies, Job Service, Head Start, Mental Health Clinic, Adams State College, Social Services, Tri-County Senior Citizens, Rocky Mountain Theatre Group, Ministerial Alliance, Recreation Department, the Historical Society, Armed Services, the Red Cross, and Colorado State University Extension Service. Funding is provided by the local school district, tuition and fees, and federal grants.

Students who participate in the Community School programs come from the local school district as well as from surrounding and more distant school districts. The following are a sample of the programs offered.

- The New Horizons Class in teen parenting is designed for the pregnant teenager who wants to continue school without a major loss of time. The student has the option of returning to the high school or remaining in the Community School to receive a high school diploma.

- Monte Vista is one of nine schools in the state to offer a high school completion program which is designed for the school dropout of any age and leads to a High School Diploma. The Armed Services from the major cities of western Colorado and northern New Mexico use this service for those enlistees who require a high school diploma as do the public schools from western Colorado and northern New Mexico for their students who are short of credits for graduation.

- The Adult Basic Education/English as a Second Language Program serves all persons 16 years of age or over who have not yet completed the eighth grade. These persons are trained in English and survival skills to the point where they are capable of entering the High School Completion Program and working toward their high school diploma.

- The Continuing Education Program provides cultural, hobby, art, exercise, and dance classes in addition to those which upgrade existing skills for today's job market. Classes are held for any age student using various school facilities.

- The Amnesty Education Program leads resident aliens to United States citizenship with the option of continuing their education toward a high school diploma.

OTHER NOMINATED LOCAL PROJECT

St. Vrain Community School
1834 Duchess
Longmont, CO 80501

Ralph Bozella
Type of District: Small City

CONNECTICUT

Connecticut was one of only three states that did not apply for a State Community Education Planning Grant to assist in the preparation of a five-year Community Education Development Plan. During the 1970's, the University of Connecticut served as one of the 15 Regional Centers for Community Education. However, the Center ceased to exist in the mid-1980's with the termination of C. S. Mott Foundation grant funding. No state contact person responded to the request to prepare a state profile and no local projects responded to requests for information. It is assumed that there is no statewide Community Education initiative.

As of April 1990, the Council of Chief State School Officers' Community Education Project identifies the state's Department of Education contact person as Natalie Rapoport, (202) 638-4162.

DELAWARE

CONTACT

Department of Public Instruction, Frances Tracy-Mumford, (302) 736-4668

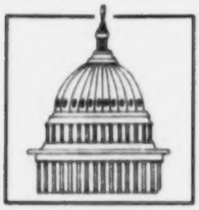
STATE NETWORK

Whereas Community Education networking as a process to bring together a community and its schools at the local level is on an upswing, Community Education as a program has declined. This is associated with the termination of the Center for Community Education at the University of Delaware, where Center activities have been dispersed and incorporated into various departments. Community Education activities and processes continue at the State Department of Public Instruction through the Supervisor of Adult and Community Education.

LOCAL PROJECTS

Activities have become more localized at the school level where school-based decision making is fostering the inclusion of both the community and community services in the schools. Wellness centers, community resource personnel through the Department of Children, Youth, and their Families, and the business community are fostering partnerships to deliver services within the K-12 schools. Examples of campaigns conducted with business partnerships include "Just Say No" drug programs and "Honor Cards for Honor Students" organized through the Business Industry Education Alliance.

Day care and latchkey programs continue to be offered in schools with programs that are designed by the community for its children and youth. At-risk alternative secondary education programs were initiated in July 1989, to deliver instruction in a flexible time period during an extended day, extended year organizational format. Offered in the same location as other community programs, an intergenerational approach has been fostered. An intergenerational family literacy program was also initiated in December 1989, designed to bring adults and children together in one learning center. A multi-collaborative approach is utilized to serve individuals at community agencies and libraries through a number of federal and state programs.



DISTRICT OF COLUMBIA

CONTACTS

District of Columbia Public Schools, Division of Special Populations, Dr. Lillian Gonzalez, (202) 724-3636

District of Columbia Public Schools, Adult and Community Education Branch, Hazel Showell, (202) 724-4208; Gloria Dickerson and Margaret Tyus, (202) 724-4210

DISTRICT NETWORK

The District of Columbia Public Schools operates eleven Community Schools. While the School District is responsible for the organization, administration, and evaluation of all Community Education programs and services, program implementation is the responsibility of the principal in each Community School. The City-Wide Advisory Council for Adult and Community Education helps ensure maximum community involvement in the development and implementation of programs. The Council's objectives are: to provide leadership in the development of Community Education; to foster and maintain public confidence in Community School education programs and public education; and to advise the District on the development of the District Plan for Community Education.

LOCAL PROJECTS

Each Community School has its own programs and its own Advisory Council. These councils are composed of representatives from the school's immediate neighborhood, the Community School staff, the Advisory Neighborhood Commission, civic councils, and area churches. Programs are run on an open enrollment basis, with participants registering at the site of their choice. All programs are free for District residents, and non-residents may attend on a fee basis. The Community Schools are open day and evening and serve every age group in the community. There are high school equivalency and adult basic education classes; one-on-one literacy tutorials; health fitness programs; recreational and cultural activities; after-school programs; community forums; interagency child care for infants of program participants; and comprehensive health care.

Bruce-Monroe Community School
District of Columbia Public Schools
3012 Georgia Avenue, N.W.
Washington, DC 20001

Judy Williams
Community School
Director
(202) 576-6215

Type of District:	Urban
Date Inaugurated:	1967
Paid Staff:	1 Full-time; 15 Part-time
Annual Budget:	$110,494; 90% District Funding

The Bruce-Monroe Community School, part of the District of Columbia Public Schools, embraces the principle characteristics of the Community School in an urban area. Its programs are based on identified community needs and its multi-faceted mission is to: improve the quality of life for all of its clients; make the school the hub and support system of the neighborhood; remove the barriers to an effective home and school partnership; integrate Community Education and the pre-K-6 program; and have the Community Education process recognized as a viable means to achieve educational reform.

Physically, the school is a largely windowless, open-space structure built in 1973, and surrounded by high brick walls which were designed to discourage trespassers. It serves a diverse community. Located near Howard University, the area was once the home of black university professors, public school teachers, and government employees. The current real estate market has created a transitional neighborhood and the school enrollment has declined. Community residents now include government workers, service workers, college students unable to find housing on the Howard University campus, and many unemployed adults. Originally built for up to 1,200 students, the school's current enrollment is only 435 in pre-kindergarten to 6th grade. Eight percent of the families of current students receive public assistance.

The school is seen as an agent for solving many of the problems of the students, their homes, and their community. As a Community School, Bruce-Monroe has attempted to meet community needs, such as adult illiteracy and high unemployment, by providing evening classes for adults and youth 16 and over to prepare for the GED.

Leisure-time activities, such as slimnastics and aerobics, are offered to attract community residents who may not have children in the School. Classes in millinery and sewing are offered during the evening hours to teach skills that might enable residents to supplement their current incomes or to start small businesses. Parents and other residents have been trained and hired as teachers' aides and community aides. Motivated by their experience, several have completed college and one is now a kindergarten teacher at Bruce-Monroe.

Bruce-Monroe is a family school and it focuses on a high level of involvement, viewing parents as decision makers for budget and program curriculum; as volunteers in the classroom or office and in the recruitment of other parents; as tutors for children and adults; as employee-aides, teachers, clerical support, and club leaders; and as advocates/speakers to promote Community Education at budget hearings, workshops, and local and national conventions. Many of its families can be described as at-risk families. Therefore, Bruce-Monroe has programs designed to meet their survival needs and to train and empower these inner-city parents. Parent education programs center around six areas: health, career, consumer, voter, and early childhood education, and training to help parents to help their children in school. There is also a skills exchange, where parents offer services.

The school offers many non-traditional programs designed to fulfill community needs. There is a school and community store, SACS-Georgia Avenue, a joint venture by school staff, parents, and other community residents, designed to provide an opportunity for parents and school staff to work together and exchange skills by operating a non-profit business in the school. By selling supplies as well as clothing and hats made by inner city residents, SACS is a school-community partnership, math lab, on the job training, and a continuous fund raiser, all rolled into one. The Banneker Community Laboratory provides senior high school students an opportunity to assist teachers and tutor elementary students weekly. The Banneker students receive carnegie units for their work.

Project LEAD-High Expectations is a joint venture between Bruce-Monroe and the Links, Inc., a national black women's organization. It is an outreach program for high risk black youth utilizing a curriculum designed to prevent substance abuse, teenage pregnancy, and sexually-transmitted diseases. It also includes a comprehensive curriculum on self-esteem and decision making. Average fifth graders and all sixth graders, with their parents, are the project participants. The teachers, all Links members and excellent role models, include a TV producer, two mayoral candidates, a city council member, physicians, and agency heads.

Another joint venture, a "trans-generational project" links the school with Howard University's Child Development Center. The Center provides a multi-disciplinary diagnostic evaluation of children to break the school failure cycle of the learning disabled in grades 4 and 5. The project also has a strong parent education component.

Another successful project, Bruce-Monroe Overnight Read-In, emphasizes the importance of reading. School staff, students, parents, grandparents, and administrators spend a Friday night in the school cafeteria and read books provided by RIF, Reading Is Fundamental. Food for dinner, midnight snacks, and a continental breakfast is provided by area businesses. The 1990 Read-In will be hosted by the Howard Inn, the Howard University Hotel. It's theme will be "Family Literacy," and three hundred fifty families and school staff are expected to participate.

In the Fall of 1989, 110 adults and over 400 children were enrolled in Bruce-Monroe Community School. These numbers begin to tell the story of its success. Other indicators of success are the significant numbers of families, especially mothers, who have become self-supporting as a result of the job training they received through the school.

This success has translated into greater respect for the Bruce-Monroe Community School programs on the part of school board members. There have been requests, locally and nationally, to share successful programs with other educators and school systems. Several schools in the District of Columbia have replicated SACS-Georgia Avenue and part of the Overnight Read-In.

Washington Highland Community School
8th and Yuma Streets, S.E.
Washington, DC 20032

Thomas M. Simpson
Assistant Principal/
Community Education
Program
(202) 767-7262

The Washington Highland Community School Complex is a combined center for an elementary and Community School instructional program, a health fitness program, recreational and cultural activities, comprehensive health care, community forums, and neighborhood life. This model of Community Education focuses on the school as a site for integrating, coordinating, and dispensing a variety of social services which contribute directly to the education of children, youths, adults, and senior citizens.

The school is a multi-faceted model combining some features from the Mott Model in Flint, Michigan, and the Comer Model in New Haven, Connecticut. The major mission of the Washington Highland Community School is to provide leadership, direction, and technical assistance for the development and implementation of programs in Community Education for children, youths, and adults; to meet the identified needs of persons who reside in the District of Columbia; and to augment the K-12 instructional program.

Washington Highland is located in Ward 8 in Washington, D.C., which has a high rate of unemployed residents and single heads of households. Approximately 75% of all persons enrolled at the school are unemployed. Although the enrollment is usually 1,100 students per year, average daily attendance is approximately 300.

Staffed with a principal and assistant principal/Community School Coordinator, an administrative clerk, and a school community aide, the School is funded through the Division of Special Populations/Adult and Community Education Branch of the District of Columbia Public Schools. Approximately twenty percent of the program funding is from federal or private grants and interagency contributions. The Community Education Program supports the K-12 instructional programs of area schools. Other schools often refer students who have dropped out of school and/or who have problems with socialization in the conventional school settings to the Washington Highland Community School.

The Community Education Program operates from 9:00 a.m. to 9:00 p.m., Monday through Thursday and from 8:00 a.m. to 4:40 p.m. on Friday. Program offerings include: K-12 instructional support; GED preparation courses leading to a high school equivalency certificate; business and civil service preparation; employability skills training; Adult Basic Education (ABE); agency sponsored programs; and recreational, social, cultural, leisure-time activities, and enrichment programs for youths and senior citizens.

Washington Highland Community School works to:

- Promote excellence by providing viable and comprehensive instructional programs which develop students' knowledge, competencies, and skills and thereby enable them to function as useful citizens.
- Serve as a linking agency in the community whereby community centers, governmental agencies, and community service organizations can work in consortium to provide educational, recreational, cultural, social, and health services.
- Organize a Community School Advisory Council that will enable citizens to assess their needs and interests and to plan programs to meet those needs.

As a result of the school's efforts, there has been an increase in the number of GED graduates and in the number of students with marketable skills. There has been a decrease in the number of welfare recipients through employment in government and private agencies. There has been increased community participation and involvement in programs that address housing, unemployment, crime, substance abuse, and value education.

OTHER NOMINATED LOCAL PROJECT

Tacoma Community School
Piney Branch Road
Dahlia Street, N.W.
Washington, DC 20012

Mr. Tucker
(202) 576-6193
Type of District: Urban

FLORIDA

CONTACTS

Florida A&M University, Evelyn Martin, (904) 599-3054
Florida Association for Community Education, John Zemlo, (904) 392-0623
Florida Atlantic University, Vasil M. Kerensky, (407) 367-3563
Florida Department of Education, John Lawrence and Michael A. DeCarlo, (904) 488-8201
University of Florida, Phillip A. Clark, (904) 392-0623
University of South Florida, Egle Gallagher, (813) 974-33317

STATE NETWORK

The Florida Community Education Network (FCEN) was created to share information, provide technical assistance, identify current Community Education problems and develop possible solutions using the networking concepts of cooperation and collaboration. The major groups involved in the FCEN are:

Bureau of Adult and Community Education (BACE), Florida Department of Education.

Four university-based, state-funded centers for Community Education: University of Florida (Gainesville), University of South Florida (Tampa), Florida A&M University (Tallahassee), and Florida Atlantic University (Boca Raton).

Florida Advisory Council for Adult and Commmunity Education.

Florida Association for Community Education (FACE).

Florida Community Colleges Standing Committee.

The Florida Community Education Foundation, Inc.

In addition to the FCEN, several other groups are actively involved in Community Education. They are: the Florida Legislature, the Florida State Board of Education, the Commissioner of Education, and the Florida State Advisory Council for Adult and Community Education.

LOCAL PROJECTS

The State of Florida currently provides an annual appropriation of $4,124,229 which partially funds 329 full-time and 6 part-time Community Education coordinators in 62 of 67 school districts and 8 community colleges. Based upon community needs, the school-based coordinator is responsible for the planning and implementation of all activities. There are over 1,000,000 Floridians of all ages who are served annually at more than 2,300 locations around the state. Approximately 34,000 courses, classes, and activities are routinely offered during the year through Community Education.

In July 1989, the Florida Legislature approved the Florida Community Education State Plan FY 1989-93, which focuses on the problems of growth, crime, youth at-risk, health, the elderly, and education. The legislature also amended the Community Education Act to give Community Education a major role in school-age child care program expansion and interagency cooperation in joint planning and sharing of resources.

Alachua County Community Education Program
SFCC, Bldg. P-154
3000 N.W. 83rd Street
Gainesville, FL 32605
and
School Board of Alachua County
Santa Fe Community College
620 East University Avenue
Gainesville, FL 32601

Dr. John S. Zemlo
Community Education
Coordinator
(904) 395-5369

Dr Chester W. Leathers
Director
Community Education

Type of District: Urban (Gainesville), Suburban, and Small City
Population: 185,000+
Date Inaugurated: September 1970
Paid Staff: 8 Full-time; 14 Part-time; 250-300 Part-time Instructors
Community Schools: 20 Elementary; 3 Middle; 6 High Schools; 7 Other; 2 Community College Campuses; 100 Community Locations
Annual Budget: $750,000; Varied Sources

The Alachua County Community Education Program has been consistently recognized as an exemplary program in the State of Florida and the nation. In 1984, the Florida Foundation for Community Education presented Alachua its Global Award, an award granted to the best all-around Community Education program in the state. The Foundation's Community Instructional Service (CIS) Award was issued to Alachua in 1986 in recognition of the program's innovative, efficient, and cost effective approach to the delivery of CIS programs and services. CIS is a state funded program that allows local districts to identify and reduce or eliminate community problems in seven categories: health, environment, safety, education/child rearing, government, human relations, and consumer economics.

Many reasons make Community Education in Alachua County a recognized state and national model. The program has a unique administrative structure. Community Education is a joint venture, cooperatively sponsored and administered by the School Board of Alachua County and Santa Fe Community College. These institutions execute an annual, written Joint Ventures Agreement which governs adult, vocational, and Community Education activities and delineates the responsibilities assumed by each.

The community college serves as the primary employer and fiscal agent for Community Education non-credit programs, services, and activities. It appoints and pays part-time instructional and administrative personnel, provides for on-line computerized registration, supports the production and distribution of brochures, and facilitates the purchase of supplies and materials for all non-credit class activities. The school board serves as the primary provider of facilities and full-time Community Education administrative personnel. The board makes each of its public school facilities available to Community Education, is the Community Education grant fund applicant and recipient, and assumes responsibility for the salaries and benefits of the program's Community Education coordinators.

The Alachua County Community Education Program also has an unusual funding pattern. Monies come from four major sources: the State of Florida; program fees; Alachua County Schools; and Santa Fe Community College. Additional support is generated from area agencies and organizations. Under the 1970 Community Education Act, the state subsidizes the salaries of eight full-time Community Education administrators. The Act authorizes grant funds of up to one-half of a Community Education administrator's salary and ten percent of coordinators' operational costs, currently about $12,000 per coordinator. Grant funds to assist with the operation of a district-wide Extended Day Enrichment Program are also provided by the state. The community program generates its own resources through its extensive fee-based, non-credit class program. The School Board of Alachua County and Santa Fe Community College contribute local tax dollars in support of this community service endeavor. A number of service clubs, agencies, and organizations also provide cash or in-kind contributions supportive of the program. Each Community Education staff member has developed specific objectives and strategies to help combat major community problems identified in the 1989-93 Florida Community Education State Plan: crime, health, education, at-risk youth, "the greying of Florida", growth, school-age child care, and networking between social services and education. As a result, Community Education personnel are integrally involved in such initiatives as the Black-on-Black Crime Commission, the Youth Services Task Force, youth employment programs, and efforts to better serve the deaf and hearing impaired.

Over the last ten years, Community Education has endeavored to develop and implement an organizational structure which facilitates the identification and addressing of local community problems and the delivery of quality non-credit activities and services. The program uses differentiated staffing to maximize efforts. Six full-time Community Education coordinators, under supervision of their county-wide director, divide and delegate the county's programmatic and administrative responsibilities. The coordinators work in loosely defined geographic territories, assume responsibility for multiple school and community sites, supervise hourly program/site managers and clerical aides, and, in general, divide their leadership efforts between program implementation and process facilitation. This organizational structure was made possible by the development and implementation of a comprehensive database

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management system (DBMS). This system relieved Community Education personnel of many time consuming, repetitious tasks commonly associated with program management. All planning, scheduling, employment, site management, publication preparation, and reporting functions are computerized. The Community Education office at Santa Fe Community College serves as the management information services center and is linked with off-campus public school centers by telephone modem.

Although its structure and organization are unique, the process and programs which serve all population groups are the heart of Community Education in Alachua. Fees for Community Education activities are waived for any resident sixty or older, and senior citizens comprise about 25% of the 18,000 non-credit class participants served annually! An Extended Day Enrichment Program is administered through Community Education and serves nearly 1,500 children in twenty elementary school sites.

Alachua County's Community Education staff members are highly qualified, experienced Community Education professionals held in high regard on the local, state, and even national levels. The President of Santa Fe Community College, the Superintendent of Schools, School Board of Alachua County, and the College Board of Trustees are committed to the Community Education Program and have recognized Community Education's role in process facilitation, having used program staff to assist with information gathering and dissemination, networking with key community leaders, identifying needs or problems and developing possible solutions, and creating a positive public image for their educational institutions.

Thus, staff leadership and commitment, in conjunction with the cooperative relationship between the schools and the community college, enabled Alachua County Community Education to serve more than 20,000 participants during 1988-89, using a variety of facilities - public schools, the community college, and over a hundred community-based sites.

Community Education
Baker County School System
Educational Services Building
211 Jonathan Street
MacClenny, FL 32063

Paula T. Barton
Community Education
Coordinator
(904) 259-7871

Type of District:	Rural
Population:	18,364
Date Inaugurated:	August 1987
Paid Staff:	1 Full-time; 1 Part-time
Community Schools:	3 Elementary; 1 Middle; 1 High School; 1 Other
Annual Budget:	$54,650

Citizens are actively involved in the Community Education program in Baker County. The seventeen member Community Education Advisory Council is representative of the community and includes parents and students. The Council is involved in identifying community needs, offers advice on program operation, and has been involved in the ongoing evaluation of the total Community Education program.

Much of the program's success is due to the contributions of a number of dedicated professionals and to the constant support of the Baker County School Board. Primarily funded by the Board and the Florida Department of Education, Community Education is directed by a coordinator, under the supervision of the Director of Vocational, Adult, and Community Education. They form a team that works to meet the needs of residents in the county by implementing programs like the Summer Enrichment Program and Summer Youth Basketball.

Begun in 1987, Community Education cooperates with numerous community agencies and businesses to enhance the size and quality of the program. This cooperation can be seen, for example, in the offering of programs and services at the Northeast Florida State Hospital and Sanderson Area Citizens Club. Alpha Delta Kappa and Delta Kappa Gamma, both teacher's honorary societies, have provided funding so that programs could be presented at no cost to participants at the MacClenny and Sanderson Council on Aging Centers. These societies also fund course scholarships for those who prove financial need. .Other cooperative ventures include health screening for Baker County School Board employees provided by Ed Fraser Memorial Hospital, MacClenny Lions Club, and the Baker County Health Department and the distribution of Community Education information at numerous local businesses.

Because Community Education opportunities arise when resources are utilized, Baker County Community Education has tried to utilize community resources to their maximum potential. The program has established a very positive relationship with all county schools and uses these sites to hold a majority of its course offerings. Numerous projects and programs have been developed, implemented, and evaluated in cooperative ventures by Community Education and county elementary, middle, and high schools. Most recently, changes in school and bus schedules meant that elementary age children were starting school later than older siblings and after parents had left for work. The Extended Day Enrichment Program was developed specifically to address parents' concerns about this situation and is proving to be very successful at the three schools in which it has been implemented.

Community Education strives to present a variety of learning opportunities to everyone within Baker County regardless of their age or interests. Programs are targeted for children, such as Musical Keyboarding, an annual Summer Enrichment Program, and the recently implemented Extended Day Enrichment Program; for youth, offerings include such diverse topics as Self-Defense for Teens and Summer Youth Basketball; there is a wide variety of quality adult programs, including Cake Decorating, Calligraphy, Prepared Childbirth, and computer courses; and Senior Citizens are involved through the Council on Aging and in the regular adult program.

Dade County School System
1450 Northeast 2nd Avenue
Room 806
Miami, FL 33132

Joe Mathos
Executive Director
Adult & Community
Education
(305) 995-1815

Type of District: Urban (Miami Metropolitan Area)

Dade County Public Schools serves the greater Miami area through a variety of Community Education programs in its broad network of Community Schools. Within these schools, the assistant principal for Community Education reports through the school's principal to the Community Education Supervisor in the district's Vocational, Adult, Career and Community Education Office. Varying from urban to small city, Dade County is a large and complex school system seeking to serve a variety of ethnic and socio-economic groups. The following are examples of the way Dade County Community Education is meeting the needs of its community.

Lorah Park Community School
5160 N.W. 31st Avenue
Miami, FL 33147

Donald H. Hylo
Assistant Principal
(305) 633-1424

Population: 33,250
Staff: Volunteers
Community Schools: 1 Elementary
Annual Budget: $1,000 Donation from Brownsville Neighborhood Civic Association

Lorah Park Community School serves as the home base for the Brownsville Neighborhood Civic Association. Although the Association is not part of the school system, the school has worked with and provided support for all the Association's undertakings. The Association has existed for many years. However, after the "Riot of 1980," it became a major factor in rebuilding and stabilizing the community.

The Brownsville Neighborhood Civic Association is a group of interested citizens living in the Brownsville area who are concerned with the safety, welfare, and development of the community and its citizens. Officers are elected by secret ballot annually, and any paid member is eligible to seek office on the Executive Board. The purpose of the Association is to seek neighborhood improvements in both immediate and concrete needs and in long-term development. These include improvement of streets and lighting, a safe environment for its citizens, a cleaner neighborhood, better schools and recreational facilities for area children, an expansion of the area's business and industrial base, and greater political action by its citizens.

The Association has achieved a number of successes. Some of the major accomplishments are: better waste collection services, more funding for streets and lights in the Brownsville area, financial support for the local scouting program, active involvement in the "War on Crime," a clean-up of abandoned cars and overgrown lots, a mechanism to demolish abandoned houses, and enforcement of zoning laws. The Association's most important accomplishment concerned a disagreement with the County and Zoning Board regarding the establishment of a neighborhood work-release correctional facility in the community. Due to the active involvement of the Association, the County and Zoning Board became aware of local concerns and the facility was placed elsewhere.

To continue improving the neighborhood, the Association is currently involved with the question of the future use of Christian Hospital. The Neighborhood Association hopes to purchase this facility and use it in ways that best benefit the citizens of Brownsville.

South Miami Middle Community School
6750 S.W. 60th Street
South Miami, FL 33143

Dr. Austin Huhn
Assistant Principal
(305) 661-3481

South Miami Middle Community School is a recognized "magnet" school with dance as a major art area. The popularity of the Community Education dance project classes necessitates capping off each unit at thirty participants. Three levels of instruction are offered on a twice weekly basis by an award winning dance instructor in a well equipped studio with a hardwood floor, full mirrors, air conditioning, and sound equipment. There also are well-equipped facilities for drama, TV, graphics, shops, music, and photography.

The City of South Miami itself has a tri-ethnic population. Hispanics, blacks, and non-Hispanic whites. Each comprises approximately one-third of the area's population and of the school enrollment. In addition to the dance project, Community Education offers a wide variety of programs. Most formal educational/recreational activities are fee funded with paid leaders. Others are led by volunteers and are financially supported by either district funds or, in some cases, by other local agencies such as the City of South Miami.

In addition to its many regular classes, the Community School is the meeting site for independent clubs and neighborhood groups. For many of these organizations, this Dade County Public School has been their "home" for many years. The South Miami Community School also maintains a satellite program at a local special education center, the J.R.E. Lee Center. In the past, this program has been funded by Community Education district grants plus support from the City of South Miami so that participants at the Lee Center pay no fee. It should be noted that not only does the Center's program attract its own students, but it also attracts those from surrounding elementary, middle, and senior high schools.

Sign Language for the Family and Education Activities on Science and the Environment

Miami Springs Elementary Community School
51 Park Street
Miami Springs, FL 33166

Dr. Suzan Phares Assistant Principal
(305) 885-0729

Population: 450
Date Inaugurated: September 1986
Paid Staff: 4 Part-time; 2 each program
Community Schools: 3 Elementary
Annual Budget: $19,000; 63% Chapter II Federal Grants

The Miami Springs Elementary Community School has two very unusual programs. The first is Sign Language for the Family. This program is a joint venture between the School, which receives district funding for the children's component, and the Miami Springs Adult Center, which generates FTEs for the adult component. Sign language classes for adults are offered through many adult education centers and junior college programs. However, sign language classes for children that include deaf children, hard-of-hearing children, and their siblings are hard to find. Classes where parents and siblings learn how to communicate with the deaf child and/or adult have never before been offered. The problem for many parents has been that sign language classes are offered at night and many have no way to provide for child care while they go out of the home for a class. Often babysitters are afraid to care for deaf children because they cannot communicate with them. Also, funding to make this type of program economically feasible is, and will continue to be, an issue.

In a family where there is a deaf child, it is equally important for the hearing siblings to learn to communicate with the deaf sibling. This problem is often forgotten by parents who are finding it difficult to attend sign language classes themselves. Usually what occurs is that the mother attends a night sign class and the father and hearing siblings are never exposed to sign instruction. This leaves the total responsibility of communicating with the deaf child to the mother. This is not only very straining to the mother, but it is also limiting to the deaf child, causing additional isolation from the family group.

The family sign language concept solves all of these problems. At Miami Springs Elementary Community School two classes are offered at the same time - one for the adults and one for both the hearing and the deaf children in the family. Both classes are taught by certified teachers of the deaf who are skilled signers. All children in the family may attend. The hearing children receive sign language instruction; the deaf children help the sign teachers and are signing models from whom the hearing children can learn. The children enjoy the process of learning sign language and participate in various games, videotapes, and hands-on activities to learn sign vocabulary and its use in conversation. The adult family members study sign language and the psychology of hearing loss. These classes enable them to become better equipped to cope with the hearing impaired child in their family. Individual family problems are discussed so that the parent group functions as both a sign class and an encounter group where parents can learn coping skills from each other.

Although the family sign language classes are intended for parents who have hearing impaired children, parents with hearing children interested in learning sign language are allowed to attend. Deaf adults are also welcome. The program has assisted many families to become more cohesive family units where all members may contribute.

Miami Springs' other unusual program is EASE, Educational Activities on Science and the Environment, now in its 3rd year of operation. Florida has a great biological diversity of flora and fauna, but there are no assurances that the very best, or the very last, of many species of natural communities can be protected. Urbanization, recreational and coastal development, agriculture, mining, forestry, drainage, and the spread of exotic species are constantly encroaching on Florida's natural environment. The state has one of the most diverse natural environments in the country, rivaled by only two or three others. It contains approximately 288 natural communities of plant and animal species judged to be in danger of extinction. At present, as well as in the near future, the growth rate of the population in Florida poses a serious threat to its environment, ecological system, and wildlife. In response to this need, Miami Springs Elementary Community School provides science/environmental classes to approximately 400 students a week after-school hours and over 100 community residents during the year. The community of Miami Springs itself is a wildlife sanctuary by local ordinance. Over 100 area residents visit school facilities during the annual River Cities Festival.

Project EASE is held in an area which represents a replica of the Everglades, called a Biome. This area includes flora native to Florida, a pond with frogs and turtles, and a nature trail, in other words, a typical, natural, self-supporting habitat depicting the Everglades. Two part-time instructors provide information about the environment, focusing on wildlife and environmental issues as they relate to the population growth and how it affects the Everglades. The public school populations being served are the students from the after care programs at three elementary schools, Miami Springs, Lorah Park, and South Hialeah, with a combined demographic make-up of 48% Black, 32% White, and 20% Hispanic. Funding is provided by a variety of sources including district funds, ECIA, Chapter II, and federal grants.

Students from participating schools are given hands-on experiences in Miami Springs Elementary Community School's Everglades Biome. Weekly instructional classroom activities, including laboratory experiences, also are provided at each school site. The students are bused to Miami Springs for weekly follow-up activities in the Biome, like water sampling, decomposition, use of microscopes and tripods, and plant growth processes. In addition to hands-on learning activities in the Biome, once a week another group of advanced students receives a computer literacy component related to environmental studies. The computer component serves to both stimulate learning and reinforce the development of science concepts and skills such as making accurate observations, classifying data, measuring, forming hypotheses, drawing conclusions, and problem solving. Basic math and reading skills are reinforced, in addition to the valuable critical thinking skills that are more obviously being developed. Through a combined instructional package of teacher-directed discovery, hands-on experience, and computer lessons, a student receives a well-rounded, integrated means of learning about the environment.

The benefits of this program are directly student centered. Students become more aware of the concerns regarding the environment and how the population growth directly affects the fragile existence of the Everglades. They develop a greater concern regarding Florida's natural habitat and learn about employment opportunities in the field of environment/animals/science/horticulture. In addition, students become more computer literate from the opportunities to write and express themselves and to be artistic and creative.

Project WE CAN
Homestead Middle Community School
650 N.W. 2nd Avenue
Homestead, FL 33030

Marlene Magness Assistant
Principal
(305) 247-4221

Population: 22,740
Date Inaugurated: October 1987
Paid Staff: 7 Part-time
Community Schools: 1 Middle School
Annual Budget: $11,000; 55% District Funding, 45% Chapter II

Project WE CAN is a unique family counseling project which was conceived by its author, Dr. William Niemann. It is a school-based team approach, funded by Dade County Public Schools and Chapter II. The project tries to resolve the problems that families, whether impoverished or affluent, encounter in rearing their children. Often communication walls build up which separate children from parents and teachers. This separation can lead to rebelliousness and immature or antisocial behavior by the child.

The school site location of Project WE CAN serves to reduce the stigma many adults often attach to a mental health resource. The program enables parents and the schools to form a partnership and it endeavors to open lines of communication between all concerned parties. Project counselors make use of all available resources within the community that contribute to the support system of the family, such as psychologists, diagnosticians, legal and medical personnel, etc. As a result of the positive service they have received, former clients periodically refer prospective clients to the program.

The area served by the school is multi-ethnic, with most families falling into the lower socio-economic category. There are over 1,000 students at Homestead Middle School and 70% of them receive free or reduced price lunches. A majority of the student body is considered at-risk. The family services sponsored by WE CAN are available to all "at-risk" families, regardless of social status.

Counseling sessions are held not only at Homestead Middle School, but also at the elementary schools in the immediate area. Since Homestead has a population which is 40% Mexican, some of whom live in migrant labor camps and lack transportation, there is a Hispanic counselor who goes into the camps. Recommendations often include behavioral and performance contracting between family members and school liaisons. Almost 90% of the families served by WE CAN develop a more harmonious relationship within the family unit, with improvement being evident by the fourth session. Each year, the staff identifies several children who are in need of special services due to health impairments, learning disabilities, speech impairments, and vision problems that routine school screening did not uncover.

Evaluation of the program is based on subjective observations. It is reflected in pupil attitude, behavior and performance at school, positive parental responses, and the confidence placed in program counselors.

OTHER NOMINATED LOCAL PROJECTS

Broward Community Education Program
701 South Andrews Avenue
Fort Lauderdale, FL 33316

Dr. Linda R. Lopez
(305) 760-7400, Ext. 279
Type of District: Urban

Pinellas County School District
205 4th Street S.W.
Largo, FL 34640

Sherry Oliver
Director of Adult & Community Education
(813) 585-9951
Type of District: Urban

Hillsborough County School District
2309 Mitchell Avenue
Tampa, FL 33602

Daniel Valdez
Director of Adult & Community Education
(813) 238-4740
Type of District: Urban

Marion County Adult &
Community Education Program
438 S.W. 3rd Street
Ocala, FL 32674

Samuel Lauff, Jr.
(904) 629-5745
Type of District: Small City

GEORGIA

CONTACTS

Georgia Association for Community Education and Georgia Southern University, Ed Brown, (912) 681-5449
Georgia Center for Community Education, Nick Pedro, (404) 438-8133)

STATE NETWORK

In Georgia, the Community Education support network is presently in a state of flux. Support continues through the Community Education Centers at the University of Georgia, Georgia Southern University, Clark Atlanta University, and the Georgia Association for Community Education. However, the State Department of Education recently abdicated its responsibility for Adult and Community Education. Adult education has been reorganized under a new governance and, if funded by the state, Community Education will be under the Department of Community Affairs. As a result, much work has been done during the past year to develop working relations with the Department of Community Affairs and the Board of Technical and Adult Education.

LOCAL PROJECTS

Currently, there are 42 local school systems supporting Community Education programs and 63 community educators involved in local programs. The Cobb County after-school program; the diversification of the Gwinnett County program; the University of Georgia Center for Community Education's rural economic development efforts; and the Georgia Southern University Center's work linking vocational education with Community Education are considered to be outstanding programs.

Community Education Program
Gwinnett County Public Schools
Gwinnett Technical Institute
1250 Atkinson Road, P.O. Box 1505
Lawrenceville, GA 30246-1505

Fannie Parris
Director of Community Education
(404) 962-7580

Type of District:	Suburban
Population:	325,000
Date Inaugurated:	1978
Paid Staff:	11 Full-time; 1,136 Part-time
Community Schools:	11 High Schools
Annual Budget:	60% County Board of Commissioners; 40% Board of Education

Begun in 1978, the Gwinnett County Community Education Program constantly strives to elevate the quality of life for area residents. Its goal is very simple, to make a difference in the community's lifelong learning. The program operates out of the area's eleven senior high schools, and, although most participants come from the Gwinnett County school system's service area, programs are also open to those in neighboring counties. The program is administered through the Gwinnett County Board of Education and is funded by the Board; the Gwinnett County Board of Commissioners, through its Parks and Recreation Division; and the Buford City Schools, a separate, independent school district.

This is a mutually supportive arrangement beneficial to all involved. In its size category, Gwinnett County has been one of the fastest growing counties in the country. The County Parks and Recreation Division alone could not keep up with the accompanying growing demand for recreational facilities. Therefore, a joint facilities agreement was reached whereby the Parks and Recreation staff may use public school athletic facilities for youth association leagues and community groups. This joint facilities agreement is coordinated by each site's Community School director and the staff of the Parks and Recreation Division. Additionally, the Community Education Program acts as a facilitator for community service groups that offer programs like the Gwinnett County Police Department's rape prevention classes, the American Heart Association's C.P.R. classes, Red Cross blood drives, and voter registration.

Over the last 12 years, Gwinnett County Community Education has evolved into a multi-faceted program with several unique features. In addition to offering the more traditional Community School classes, the program serves the school system's K-12 program and the community at-large with activities such as the following:

- Staff Development: Community Education offers training workshops to both certified and non-certified K-12 staff. Classes ranging from computer literacy to classroom management are now available for certificated staff. An important class scheduled for the non-certificated staff is substitute teacher training.

- The SUPER Program: The Substance Use, Prevention, and Educational Resource (SUPER) Program for first time drug offenders provides students who have been convicted of possessing or using drugs with an alternative to expulsion. It is a family oriented program which requires that both students and parents attend a four-night, in-depth program on the problems of drug abuse.

- Alternative High School: Offered in lieu of suspension, a student who must be removed from the regular program can opt to attend this alternative school for up to one calendar year.

- Adult High School: This is an alternative to a GED which allows adults over 18 the opportunity to obtain a regular high school diploma.

- Family Counseling/Parenting Classes: These extend support and help to families who are involved in abusive situations. Parents who have been abusive or who have the potential for abusing their children are referred to these classes by the Gwinnett County Juvenile Court.

- Drivers Education: The Education Reform Act in Georgia removed drivers education from the K-12 curriculum. This program is designed to meet the needs of high school students by providing a state recognized drivers education course after school.

- Tutoring: There is no county-supported summer school in Gwinnett. Yet, many students are deficient in reading and/or math skills and concepts, and need additional reinforcement. These tutoring classes provide that educational reinforcement during the summer months.

Fayette County Community Schools
McIntosh Community School
201 Walt Banks Road
Peachtree City, GA 30269

Jim Pittman, Community School Director
(404) 631-3231 or
Bob Hokkanon, Director
Fayette Co. High School
(404) 460 3547

Type of District: Small City and Rural
Population: 53,000
Date Inaugurated: August 1987
Paid Staff: 6 Full-time; 218 Part-time
Community Schools: 2 High Schools
Annual Budget: $500,000 (Approximately)

The Fayette County Community School Program began in September 1987, as a joint effort of the Fayette County Board of Education and the Fayette County Commissioners. These two agencies perceived a need to maximize use of existing facilities by increasing educational and recreational opportunities for all citizens of the county. The goal of the program is to offer academic, vocational, and leisure-time activities for all ages.

There are two high schools in Fayette County that serve as the home base for the Community Schools. Each has a director supported by a full-time secretary and custodian. Although most programs are housed in the high schools, the directors also have access to the middle and elementary schools and use those facilities for many activities. The County Commissioners contribute $60,000 annually for administrative salaries; the Board of Education contributes $40,000 plus the use of facilities. All other additional costs are funded by tuition and fees.

In February 1988, an Elementary After-School Program was started in the nine elementary schools within the system. The program costs $20/week, and is supervised by a half-time coordinator at the system level. A typical day, which extends until 6:00 p.m., consists of exercise/free time, snack, study period for working on homework or school projects, and an enrichment period. By the Fall of 1989, attendance had grown to approximately 750 students per day.

Evening high school credit classes are taught through the Community School Program. This scheduling allows students who fail a class to make it up in the evening as an alternative to attending summer school. It also offers an opportunity to take a particular class in the evening that they cannot otherwise fit into their schedule.

Continuing education classes for adults are a large component of the program. During the regular school year, evening classes are offered on a wide variety of topics including languages, exercise, health and safety, financial planning, arts, crafts and hobbies, self-improvement classes, and vocational training in areas such as computers, electronics, and drafting.

During the summer, most Community School activities are day-time activities designed primarily for school-age children. They include enrichment classes and recreational and sports activities.

As is true with most Community Schools programs, the expanded use and availability of facilities, as well as the attempt to respond to community needs, are the strongest features of Fayette's program. Community groups are allowed to use school facilities for meetings and workshops during Community School hours at no charge. Rental of facilities is available outside of normal operating hours.

Plans are currently being made for an after-school English as a Second Language program. This is in response to the growing number of foreign students, especially Japanese. In this, as in other projects, the Advisory Committee has been active in both the planning process, as well as in the identification of needs within the community.

Community Study Hall
Hands, Feet & Mouth of Rose Garden Hills
P.O. Box
Smyrna, GA 30081

Cheryl Bursh
President
(404) 998-6349

Type of District: Suburban
Population: 400
Date Inaugurated: January 1989
Community Schools: 3 Elementary; 2 Middle; 2 High Schools
Annual Budget: $1,500; Donated Funds

Cobb County Public Schools recognizes the strength of a community to help itself. Therefore, it has been working with Hands, Feet & Mouth of Rose Garden Hills, a non-profit corporation focused on changing the outcome of the lives of the community's children. Believing that a child's environment, parents, relatives, friends, community, teachers, church, and even society play a role in his/her development, Hands, Feet & Mouth works to ensure that each child's environment provides a positive impact.

Hands, Feet & Mouth is presently focusing its efforts on a high-risk community, Rose Garden Hills, plagued by drug addiction, drug trafficking, teenage pregnancies, single-parent families, and other problems facing society today. The majority of children in this community have at least one parent addicted to drugs or alcohol and may never reach their potential unless someone intervenes.

Hands, Feet & Mouth is implementing six key programs: Community Study Hall, Home Outreach, Workforce & Me, Teen Outreach, Rose Garden Park Enhancement, and Neighborhood Watch. These programs can impact children directly by enhancing their home environment, elevating their academic performance, enhancing their character, limiting undesirable exposure, protecting them, and enhancing their chances for an enriched and fulfilled life.

Community Study Hall is specifically focused on enhancing the skills, abilities, and overall character of children in grades K-12. The twice-weekly program exposes the children to life outside their immediate community. It is chartered to bring the following services to youth: tutoring; homework assistance; drug awareness; motivation seminars; life skills training; exposure to promising careers/professions; secondary education awareness; counseling; goal-setting seminars; and self-esteem building. Community Study Hall Summer is conducted on Saturdays in both the school and Rose Garden Park.

Based on year end 1989 report cards, more than 50% of the students in Community Student Hall performed better academically than they had prior to the program. Both parents and program volunteer assistants have noted increased motivation to complete homework assignments. Success is due to some of the program's unique attributes. First, there are the program assistants, who are unpaid volunteers working out of love for children, because they want the best for the area's youth. Next, there is the support and participation of other key organizations such as Cobb County's Sheriff Department; Cobb County NAACP; Cobb County Narcotics Squad; the Board of Education and Adult & Community Education; Ridgeview Institute, a drug treatment center; area psychologists who specialize in youth addiction problems; three area churches; various business professionals; and community residents. Because of these inter-organizational relationships, subject matter experts are available to conduct seminars or presentations on a wide variety of topics. Another positive feature is that Community Study Hall covers a number of essential areas which may not be addressed by parents, especially by those with their own addiction problems. Last, but not least, the program has a complementary parenting program called Home Outreach.

remedial assistance, a child can come to school ready to learn. This enables teachers to concentrate on the academic program rather than on the physical, social, and emotional needs of a child which are blocking his/her learning experience.

At present, Community Study Hall receives no grant funding; financing has been through member contributions by the Hands, Feet & Mouth of Rose Garden Hills organization. Additional funding is now being sought to buy instructional materials and aids, remedial kits, and other materials.

OTHER NOMINATED LOCAL PROJECTS

Wayne County Schools
555 South Sunset Blvd.
Jesup, GA 31545
Fred Browning
(912) 427-4244
Type of District: Rural

Vidalia City Schools
208 College Street
Vidalia, GA 30474
Jo Hamilton
(912) 537-3080
Type of District: Small City

Cobb County Schools
P.O. Box 1088
514 Glover Street
Marietta, GA 30061
Nick Pedro
(404) 438-8133
Type of District: Urban

HAWAII

CONTACTS

Hawaii Community Education Association, Vivian Ing, (808) 395-0335
Hawaii Department of Education, Ken Yamamoto, (808) 395-9451, and John Aki, (808) 395-9451

STATE NETWORK

For years the Hawaii Community Education Association (HCEA) has functioned as the state's Community Education network. However, through the development of the state's five-year Community Education plan, that network has expanded to include representatives from the state, district, and school levels in the Department of Education; the State Advisory Council for Adult and Community Education; the Governor's Office; the Hawaii Conference of the United Church of Christ; the University of Hawaii-Manoa; the City and County of Honolulu; the Kamehameha Schools/Bernice Pauahi Bishop Estate; Oahu Community Correctional Center; and individuals, agencies, and organizations in the community.

LOCAL PROJECTS

Community Education in Hawaii currently is being implemented through a variety of activities and initiatives.

Council Development: In 1974 the State Board of Education established a school-community council in each of the state's public elementary, secondary, and community schools. Each year the Aha Kuka ("Gathering of Councils") meets to develop skills, exchange information, and discuss current issues.

Literacy: Through the Governor's Council for Literacy, the Adult and Early Childhood Section of the Hawaii Department of Education provides training and technical services for 11 part-time literacy coordinators who are responsible for recruiting and training volunteer tutors and for matching them with students.

Parent/Community Networking Centers: The Centers are designed to improve the parent/child relationship, provide opportunities for parent involvement in the schools, build home/school partnerships, and facilitate community services and resources to students.

Children, Youth and Families At-Risk: The Department of Education is a partner in the Hawaii School/University Partnership (HSUP), a member of the National Network for Educational Renewal. An HSUP task force is focusing a long-term effort on strengthening the individual school's capacity to meet the special needs of students at-risk. A major feature of this effort is the use of Community Education as a process for networking in order to strengthen the coordination of resources available to assist project schools in responding more effectively to the at-risk problem.

Parent-Community Networking Centers
Hawaii State Department of Education
Adult & Early Childhood Section
595 Peepeekeo Street
Honolulu, HI 96825

Kenneth Yamamoto,
John Aki, or
Vivian Ing
(808) 395-9451

Type of District:	Varying from Urban to Rural
Population:	Entire State of Hawaii
Date Inaugurated:	September 1986
Paid Staff:	11 Full-time; 135 Part-time
Community Schools:	75 Elementary; 9 Middle; 10 High Schools; 8 Other
Annual Budget:	$1,243,100; 100% State Funding

Unlike other states, Hawaii has a single, unified school system governed by the State Board of Education and funded by one source--the general revenues of the state. The school system consists of 235 schools serving about 167,000 children on seven different islands.

Cherishing the values of cultural respect, traditional ties, and equal educational opportunity through a history of struggle and conflict, Hawaii is keeping its centralized school system, yet going back to the community to invite parent/community involvement, partnerships, and intercultural dialogue. One major initiative in this drive is a Community Education program called the Parent-Community Networking Centers.

Contemporary American society can be problematic to human development. Our work patterns, family structures, schools, and home often serve to isolate children. Divorce separates; work separates; school tracks separate. Rapid change can foster a sense of meaninglessness for both child and family, especially at times when cultures clash. Our institutions can promote feelings of powerlessness among parents by limiting their access to information important to the development of children in this world. And for many children, the environment reflects hate, rejection, or apathy, estranging them from self and others. Separation, meaninglessness, powerlessness, and estrangement are the classic signs of alienation.

The best way to counteract this alienation is to nurture community. Connection, meaning, empowerment, and self- and group-esteem are the signs of community. Hawaii's 135 Parent-Community Networking Centers are designed to nurture such a sense of community among parents, faculty, and other networks of people. By so doing, they assist schools and families to raise levels of student academic achievement and esteem. The driving force is the compassionate care parent facilitators, principals, and teachers give students and their families.

Each Parent-Community Networking Center is staffed by a part-time parent facilitator under the immediate supervision of the principal. Each parent facilitator receives technical assistance from a full-time district coordinator and in-service training from the Adult and Community Education Section, Hawaii Department of Education.

Parent facilitators come from a variety of backgrounds. Some are retired principals, teachers, ministers, firemen, policemen; others are homemakers; still others have management and business expertise. Qualifications guidelines state that a parent facilitator must have an open attitude toward people, a willingness to learn, and the capacity to care for and relate to others.

Facilitators invite questions and concerns from their community through one-on-one conversations, group situations, and surveys. Most importantly, they facilitate relationships of community as opposed to alienation. The "ways of community" include (1) providing people with information and options; (2) inviting them to find and express meaning; (3) building personal resource networks; and (4) developing self/group-esteem and a sense of community. This four-step process for community building is applied to the smallest unit of relationships, between two people, as well as to larger clusters, such as the family, classroom, school, and statewide organizations.

Support networks were built into the program from the start. They are the State Networking Center Training Team, the Community Schools for Adults, the district resource curriculum specialists, the literacy network, and the Hawaii Community Education Association. Facilitators are taught to create partnerships with community agencies based upon the school/community's expressed needs and interests. Because each school community expresses a different set of questions and concerns, each Parent-Community Networking Center is different, with a unique program of activities and a unique pattern of agency and resource networks. One program to specifically meet the needs of parents of infants and toddlers is the Networking Center's pilot demonstration project, Families for REAL, co-sponsored by the Department of Health and the Department of Education.

There are many features which make the Parent-Community Networking Centers an outstanding program. These include:

- Voluntary participation: Centers are not imposed upon the schools. They are established at the request of the school/community.
- Emphasis on relationships: Centers emphasize the processes of facilitating a sense of community, of creating or strengthening personal support networks.
- Grassroots orientation: Facilitators are participants/learners of their school/community cultures. The parent education curriculum and the

center's programs are generated by grassroots participants, for grassroots participants.

- Target group: Centers make their services available to the entire school/ community population. At-risk populations are not distinct groups identified with the Networking Centers; everyone is served.

- Developmental nature: Parent-Community Networking Centers are based on experiential learning. They respond to people's interests and capacities, allow for mistakes, and seem to develop in phases, at least three of which have been noted.

- Uniqueness and commonality: Each Center is grounded in the uniqueness of each school community, the commonality of human need, and each person's capacity for a sense of community.

The Parent-Community Networking Centers have been recognized by the Governor of Hawaii as an exemplary program, have received an award at the Governor's Turn of the Year Conference, and have been featured in the media, in articles, and at various meetings and conferences. Since its establishment in 1986, the growth and demand for the Networking Centers program have been strong. In a period of three years, the number of Centers has grown from six to 135.

IDAHO

CONTACTS

Boise Independent School District, Tom Richards, (208) 338-3525
Idaho Department of Education, Pat Nadeau, (208) 334-2165

STATE NETWORK

In Idaho, the planning assistance award has provided the opportunity to rebuild the statewide Community Education support network. The four regional meetings which were held have become project building links for future regional development. This regional network building will be the basis for the statewide network building efforts in Community Education.

LOCAL PROJECTS

Number of School Districts	29
Number of Directors	9
Number of Coordinators	19

Community Education
Idaho Falls District 91
601 South Holmes
Idaho Falls, ID 83401

Karen Leibert
Director of Community Education
(208) 525-7748

Type of District: Small City
Population: 50,000
Date Inaugurated: 1970s
Paid Staff: 4 Part-time Administrators; 75 Part-time Instructors
Community Schools: 1 Junior High, 1 High School
Annual Budget: $50,000; 70% Tuition Funded

The Community Education program is open to all residents of the local school district plus any other interested persons in the entire upper Snake River area. Most classes are designed for persons sixteen and older, although a few are specifically designed for teens such as classes in study skills and grooming. For adults, there are classes in languages, arts and crafts, needlecrafts, computers and business, as well as those of general interest such as cooking, birding, decorating, self-help, and parenting. In all, over one-hundred classes are scheduled beginning in September and again in January. One of the most popular aspects of the program has been classes which last for one- and two-nights. These enable adults to fit classes of interest into their already busy evenings.

Classes are held four evenings a week in three area schools. When appropriate, they are also held in businesses, the city park, and the city library. Although most classes charge tuition, there are a few no-fee classes provided as a public service such as "Women's Assault Awareness" in conjunction with Rape Relief of Idaho Falls and a "Get Acquainted with the Library" class.

Revenues come primarily from tuition receipts with additional monies from the State of Idaho in support of the program's vocational classes, such as computer, keyboarding, and machining technology. Community Education oversees the district's rental of classroom space to three non-resident universities for evening classes; these rental fees are in turn used for the Community Education program.

The administration of School District 91 has given strong support to the Community Education program and is committed to providing continuing educational opportunities to the community through maximum utilization of facilities. Idaho Falls is a small enough that many potential teachers could not consistently find an adequate number of students without the broad umbrella of advertising and administration which the program provides. This is a somewhat isolated area, and the service provided by the Community Education program adds much to the quality of life of area residents.

Pocatello Community Education Growth Center
Pocatello District 25
2020 Pocatello Creek Road
Pocatello, ID 83201

Gary Kawamura
Coordinator
Community Education
(208) 233-1844

Type of District: Small City
Population: 45,350
Date Inaugurated: September 1971
Paid Staff: 5 Part-time; 75-150 Part-time Instructors
Community Schools: 14 Elementary; 4 Middle; 2 High Schools
Annual Budget: $35,000; 100% Self-supporting

The Community Education Program of School District #25 in Pocatello was formed to create a more responsive link between the school and the community. It was determined that teachers and administrators should be more keenly aware of the community and the community's resources; that the schools should provide added opportunities for continued education; and that district buildings and facilities should be used to their fullest advantage.

Project goals are to (1) utilize designated school facilities to provide activities, classes, and programs for all community residents based on identified interests, desires, and needs; (2) increase cooperation and coordination of effort between the public schools and other community agencies, both public and private, in order that optimum services are provided without unnecessary duplication of effort and funds; (3) seek solutions to social problems within the community, such as delinquency, school dropouts, poverty, human relations, and environmental conditions; and (4) strengthen positive feelings toward the schools by providing realistic, beneficial, and responsive community services.

The program was initially funded in 1971, by a three-year Title III ESE grant. From 1974 to 1986, a basic general fund budget of $6,000 was received from the school district with the balance of operating revenues derived from participant fees. Today, that has changed. The Pocatello program is its own source of funding, having met and maintained a self-sufficient status beginning in 1987. Currently, co-sponsoring agency funding supplies approximately 35% of the program's $35,000 budget while fees provide the remaining 65%. Anyone between the ages of six and 106 is encouraged to take part in the program, and over 10,000 people a year do. To encourage senior citizen participation, those over 65 may register for classes free of charge.

The Community Education Program conducts about 125 classes at 20 school centers between the hours of 2:00 and 10:00 p.m., four days a week. Each center is monitored under the cooperative efforts of the District Community Education Coordinator, building directors, and a community council consisting of "people who represent people." The combined efforts of these groups working within the overall program policies help decide program activities and direction. The Pocatello Community Education programs seek to provide significant educational experiences, to enhance self-esteem, to develop a sense of community, and to prepare individuals of all ages for responsible citizenship participation. This attitude is reflected in the project's newly adopted slogan, "Do something nice for yourself."

ILLINOIS

CONTACT

Illinois Community Education Association, George Pintar, (217) 483-3677

STATE NETWORK

The key factor in the Illinois Community Education network is the 600 member Illinois Community Education Association (ICEA). By effectively using the ICEA Action Newsletter and ICEA Continuum, the Association has promoted Community Education training activities, leadership development, and awareness programs. There is very limited Community Education support provided by the Illinois State Board of Education. However, since the development of the state plan, the Illinois School Volunteer Program and Illinois Elderhostel Program have been developed to promote Community Education statewide.

LOCAL PROJECTS

ICEA has identified over 200 local Community Education projects and programs that use all or part of the essential elements of Community Education. The major emphasis of the state's Community Education programs has been adult education for enrichment; K-12 programs for use of school volunteers; community programs for school/business partnerships and special events; and the development of intergenerational activities in elementary and secondary schools, community colleges, and universities.

Community Education Division
Elgin Community College
1700 Spartan Drive
Elgin, IL 60123

Edward E. Brown
Assistant Vice President,
Off Campus Education
(708) 888-7378

Type of District:	Community College District Varying from Urban to Rural; including four school districts and over 690 square miles
Population:	250,000
Date Inaugurated:	Fall 1975
Paid Staff:	7 Full-time; 11 Part-time
Community Schools:	56 Elementary; 11 Middle; 8 High Schools; 8 Other
Annual Budget:	$785,165; 57% Self-Supporting, 43% Grant Funded

The Elgin Community Education Model is a consortium of Elgin Community College and four school districts, with the community college serving as the fiscal and central management agent. The Model serves northern Kane and southern McHenry counties, a 690 square mile area which includes nine townships ranging from small rural communities and suburban areas to moderately sized urban communities. In recent years, many people have moved out of Chicago into the area, and housing development continues as business and industry move into the counties from Chicago and other areas around the region.

There are two full-time Community Education Centers, one a school leased from a cooperating district for $1/year and the other the downtown Elgin College Campus. On a part-time basis, five local school facilities are utilized as Outreach Centers, with responsibility for programming activities belonging to the personnel of each school building. While these Outreach Centers offer educational, cultural, and recreational opportunities, they also provide a focus on community problem solving and development. In addition to the centers, area libraries, health resorts, two parks and recreation centers, a community center, several churches and nursing homes, area youth detention centers, two shopping malls, and a large number of businesses, industries, and banks also provide use of their facilities.

Although initial agreements between the school districts and the community college called for an advisory council, this was replaced by the "key communicator" concept. A key communicator is an individual who has been identified as knowing his/her community well. As questions and issues arise, these individuals are contacted, either by phone or letter, for their viewpoints and advice. Key communicators were first identified by the Community Education staff. Those initially identified were asked in turn to identify up to fifteen others in their community to whom community members would listen. This process produced another group for inclusion. The key communicator concept has been implemented in two communities and is currently being implemented in the other project area communities. To date, only two of the four hundred invited to serve have declined.

Additional community input is used to assist in program planning throughout the year. Each outreach center holds an annual hospitality night when community members and school personnel are invited to provide their ideas about the local program. There are also occasional open meetings in relation to specific issues like a consumer education proposal, for example.

Needs assessments are an integral part of the Community Education program. Once a year, during hospitality night, a written needs assessment is distributed to and completed by community members and school staff; the outreach center Community Education coordinators ask people to complete assessment forms as they enter the facility for various club meetings and other activities; and, halfway through each program or class, participants are asked to complete a written assessment instrument.

Other assessment techniques used on an ad hoc basis include: comprehensive and random sampling mail surveys; informal contact between community staff and community members; and verbal communication from members of clubs, organizations, and neighborhood associations to which the Community Education staff give presentations.

Community Education serves between 8,000 and 10,000 people each year, and last year ran cooperative programs with 81 different organizations. There is an apprentice program for line builders, carpenters, and plumbers and pipefitters co-sponsored by various trade unions. There is also a program at two Illinois Youth Centers, which are juvenile residential centers of the Illinois Department of Corrections. Incarcerated youths between the ages of 14 and 20 are offered competency-based vocational training programs. Training areas include woodworking, building trades, small engines, data processing, building maintenance, and graphic arts.

There are no community college policies which specify the relationship of Community Education to the regular K-12 program. However, a strong relationship does exist. First, Community Education is responsible for a high school alternative education program to which all member school districts refer students. Thus, there is direct involvement by the Community Education Consortium in the development of K-12 policies, goals, and procedures. Additionally, Community Education provides programs for special populations, such as Spanish, Indo-Chinese, and other bilingual students. Through Community Education efforts, teachers are provided training in such areas as how to work with bilingual students and how to use computers in the classroom and receive guidance information updates. The Community Education program also offers after-school enrichment and recreational activities ranging from day care services to Spanish, art, study skills, typing, ballet, and photography classes.

There are several unusual features in the way the Elgin Community Education Division is organized. Administratively under the Assistant Vice-President for Off-Campus Education Programs, all full-time staff, including the Director of Community Education, the Director of Correctional Programming, and Community Education area coordinators, are located on the main community college campus. The program focus is negotiated annually between the assistant vice-president and the full-time employees. This negotiation results in a goal document, and responsibilities for goal achievement are then delegated to the various staff members.

In addition to the full-time staff, there are four part-time Community Education coordinators each serving an outreach center. These coordinators are full-time school personnel during the regular school day and have the dual status of school district employee and part-time Elgin Community College employee. The College pays them on an incentive basis, each receiving the same base pay with incremental increases based on increases in program activities and enrollment at their individual sites.

The total Community Education budget for 1989-90 was over $785,000, of which over $324,000 was from an Illinois Department of Corrections grant, $13,500 was from a grant from the Illinois Department of Commerce and Community Affairs, and the remaining $447,500 was raised through activity fees. No local tax monies were used and Community Education, as part of the auxiliary fund of the college, virtually pays its own total expenses.

Forest Park Community Education Program
543 Hannah
Forest Park, IL 60130

Edward L. Phillips
Community Education
Coordinator
(708) 366-6945

Type of District: Suburban
Population: 18,000
Date Inaugurated: 1975
Paid Staff: 2 Part-time
Community Schools: 6 Elementary; 1 Middle School
Annual Budget: $10,000

The Community Education Council began in Forest Park in the spring of 1975. The decision to establish a Community Education project was a result of an investigation by the Superintendent of Schools and his staff into the applicability of the Community Education concept in addressing district and community needs and was greatly influenced by the fact that, philosophically, School District 91 and Community Education shared the same conceptual framework believing in, for example, interagency collaboration, community involvement, and participatory decision making.

Initially, Forest Park Community Education was supported by funds obtained through grants. Now, the program is supported by money budgeted by the school district, village, and park district of Forest Park, and is administered by a part-time coordinator. Staff direction is determined by the Community Education Advisory Council which is a 20-member body representing many community organizations and agencies.

When the program first began, the emphasis was on developing new programs and services. Over time, the emphasis has shifted to the various agencies assuming responsibility for program development. Some of the activities and programs in which the Forest Park Community Education Council has been involved include an Early Childhood Education Program for three and four year olds, Parents as Reading Partners, a community theater, the Forest Park food pantry, intergenerational programs involving the schools and senior groups, and tutoring programs. A community-based counselling program and a day care program are jointly sponsored by Community Education and the Village of Forest Park.

Through the years, Community Education in Forest Park has participated at state and national workshops and meetings. The Council has received recognition and numerous awards, including the Illinois Community Education Association's Outstanding Community Educator Award in 1981 and 1984 and the Outstanding Organization Award in 1983.

OTHER NOMINATED LOCAL PROJECTS

City of Kankakee Trailblazer Program
City of Kankakee
385 East Oak Street
Kankakee, IL 60901

Charles Betterton
(815) 933-0506
Type of District: Small City

Carbondale Community Education Association
Center for Rural Health & Social Service Development
Southern Illinois University
Carbondale, IL 62901

Joanne Chezem
(618) 549-2161
Type of District: Small City

Community Education Program
District 214 Township High School
2121 South Goebbert Road
Arlington Heights, IL 60005

Richard Chierico
(312) 437-1780
Type of District: Suburban

INDIANA

CONTACTS

Ball State University, George Wood, Jr., (317) 285-5447
Indiana Community Education Association, Ross Van Ness, (317) 689-9427
Indiana Department of Education, David Wilkinson, (317) 232-9157

STATE NETWORK

As a result of the planning process and 1989-93 state plan, the Indiana Community Education network has been revitalized. Membership in the Indiana Community Education Association (ICEA) has increased; the Indiana Department of Education (IDOE) is now relating its programs in school improvement and at-risk youth to Community Education; and the Institute for Community Education Development (ICED) at Ball State University has achieved renewed "importance", both inside the university and statewide. Although these three organizations collectively assume the primary leadership roles for Community Education development, they are not the only leadership and program entities involved in the network. The Purdue Extension Service, state leadership academies, school administrator and teacher organizations, adult educators, community-based councils, state public health office, state commission on aging, one or two state legislators, private sector representatives, local Community Education program leaders, and other citizens all participate in the network.

LOCAL PROJECTS

The status of local projects has always been difficult to determine -- there is no state funding or other incentive to self-report. Presently, the best information available is that there are as many as 20 major Community Education project locations (18 school-based) and possibly 30-40 more sites where limited "Community Education" activities are taking place in a planned format.

Floyd County Community Education Council
3407 Ashwood Drive
New Albany, IN 47150

Patricia A. Cornwell
(812) 944-2054

Type of District: Small City and Rural
Population: 61,000
Date Inaugurated: July 1978
Community Schools: 15 Elementary; 3 Middle; 2 High Schools; 1 Other
Annual Budget: Under $1000, Including Cash and In-Kind Donations

The Floyd County Community Education Council is characterized by a strong grassroots initiative with a mission independent of any parent organization. Founded in 1978, it is incorporated by the State as a non-profit organization, and is applying for federal 501(c) status in order to qualify for private foundation funds. There is no staff; all work is accomplished entirely by volunteers, both members and non-members. There are, however, officers (president, vice president, secretary, and treasurer) who are elected annually. There is a core membership well-trained in Community Education process and practice, who bring these skills to their participation in other groups. In addition to individuals, other community organizations are involved in the identification of community problems and in the implementation of programs to solve those problems. The local public schools provide office space, phone, and copying privileges. The Council's primary role is that of a catalyst in the community, to bring about change in a persistent, yet always positive manner. Herein lies its uniqueness; it brings together community resources to address service gaps which are not the specific responsibility of any one agency.

Activities are restricted to Floyd County, which includes one small city, several small towns, and rural areas located in the greater Louisville, Kentucky, metropolitan area. The Council has experienced many successes. The following provides an idea of the variety of its accomplishments:

- Regular community needs assessments, followed by action and interaction on the basis of survey findings;
- Organization and leadership development of the Floyd County Alcohol and Drug Abuse Task Force, now six years old and independent;
- Organization and leadership development of the Floyd County Nursing Home Volunteer Training Project, now seven years old and independent;
- Assisting with the organization of a new, three-county group called the Substance Abuse Initiative of Southern Indiana;
- Publication of a Consumer Guide to Nursing Homes, a Summer Activities Directory, and a Teenager's Guide to Health Services;
- Installation of a traffic light at one dangerous intersection and school crossing beacons on a busy road;
- Annual Community Schoolyard Sale of used school clothing;
- Improvements in space allotment and confidentiality in the county juvenile probation office;
- Enforcement of the state juvenile curfew law;
- Drafting of an animal control ordinance;
- Staging of employment fairs for the unemployed; and

- Organization and development of the "Trash Force," a 50-member volunteer group that operates the community's first recycling center, in cooperation with the City of New Albany, and educates the public about environmental problems.

Unlike most Community Education programs, the Floyd County Community Education Council is citizen-based, not school-based. Although it began as part of a public school project 12 years ago, the Council has been independent for 10 years. It has no regular source of income, but conducts occasional fund-raisers and solicits funds from businesses and civic organizations to implement specific projects. Citizen involvement is the essence of the Council's operation. The organization provides citizens with regular, structured opportunities to take the initiative in solving problems and designing services for themselves. This is more a case of citizens obtaining participation from organizations, agencies, and governmental units than vice versa.

OTHER NOMINATED LOCAL PROJECTS

White Water College Programs, Inc.
c/o Eastview Elementary School
4012 South Fountain
Connersville, IN 47331

Coy Powell
President
Type of District: Rural

Community Education Program
Indianapolis Public Schools
120 East Walnut Street, Room 601E
Indianapolis, IN 46204

Dr. John Loughlin
Supervisor, Adult & Community Education
Type of District: Urban

Muncie Community Schools
2500 North Elgin Street
Muncie, IN 47303

David Green
Community Education Program Facilitator
Type of District: Small City

IOWA

CONTACTS

Iowa Center for Community Education, Kevin Koester, (515) 964-8556
Iowa Department of Education, Joseph Herrity, (515) 281-3290

STATE NETWORK

The Iowa Community Education network is supported by the following resources:

State Education Agency Office: has supported a full-time professional involved in Community Education for 12 years.

State Center for Community Education: unique partnership between state education agency and a local school district.

State Community Education Association: over 110 members composed largely of Community Education advisory council members.

Community Education Newsletter: a general newsletter published six times per year and a members-only publication distributed bi-monthly.

State Community Education Legislation: new school finance formula (effective FY'90) will increase Community Education funding for LEAs.

State Agency Statements: many organizational endorsements from non-educational associations/groups supporting Community Education.

State Community Education Directors Group: group of 14 professionals who discuss local, regional, and statewide Community Education issues.

LOCAL PROJECTS

At present, Iowa's Community Education network has identified 18 model sites. These 18 school districts utilize approximately 21 Community Education professionals who are employed or have Community Education responsibilities at least 50% of the time, servicing 158 school buildings.

Community and Adult Education
Des Moines Independent Community
School District
6401 College Avenue
Des Moines, IA 50311

Ann Laurence
Coordinator
Community Education
(515) 242-7701

Type of District: Urban
Population: 180,000
Date Inaugurated: 1979
Paid Staff: 15 Full-time; 850 Part-time
Community Schools: 41 Elementary; 10 Middle; 5 High Schools; 3 Other
Annual Budget: $2,200,000; 83% Fee Funded ($250,000 Preschool; $500,000 Child Care)

The Community Education Preschool and School-age Child Care Programs evolved from the needs expressed by parents in Des Moines. The first two Preschool centers were opened in two elementary schools in 1975, but, due to a shortage of classroom space, were moved to area churches. Due to increased interest and need, the preschool classes expanded to 20 locations serving almost 1,100 children. However, this past year it was necessary to combine classes and find alternate sites for five classes, again due to building overcrowding.

Preschool rooms are currently located in elementary school buildings, Community Education centers, and churches, each room serving 15-24 children per session. Sessions are scheduled mornings or afternoons for one, two, or three days a week through the school year and summer.

The program, entirely supported by fees, is based on the knowledge of and response to child development research; employs professionally trained staff to guide the growth and development of young children; and focuses on the specific needs and characteristics of three and four year olds and their families. It is designed to support the home and family structure through educational activities and services that will help each child to develop a positive attitude toward self, school, and learning, and to feel happy, secure, and capable. The curriculum is play oriented with activities that are concrete, real, relevant, and planned according to the development level of each child in the verbal, visual, auditory, and motor areas. The sequence of developmental skills in Strategies in Early Childhood Education is used in the preschool program and continued in the primary grades to provide continuity between preschool experiences and subsequent educational endeavors. Also, children in the preschool program are screened in hearing, vision, and speech to detect any problems that may interfere with later learning. Referrals are made to appropriate specialists for more in-depth evaluations in order to help or eliminate problems before more formal instruction begins.

Community Education's focus on the child does not end, however, when she/he enters kindergarten. Just as the preschool program was established in response to community needs, the School-age Child Care Service was also established in response to the needs parents expressed in a community survey. A pilot program was implemented in the spring of 1980 with 26 children. By 1988-89, the fee-supported program had grown to serve 2,700 children from 5 to 11 years old, with most of the growth in the last four years.

Before- and after-school child care services are now available in 39 buildings serving children in all 41 elementary buildings. On days when school is not in session, full day child care is offered at regional locations. A year-round program is what most parents need if they are working, at school, or in training programs. Therefore, school-age services were recently expanded to include school holidays, vacations, and summer months, when parents must work.

School-Age Child Care Service exists to meet the needs of working parents and their children. During the years the child may be in day care, most of his/her developmental needs will continue to be met by both home and school. The child care program strives for more of the home characteristics and seeks to complement rather than supplement the school's program. Emphasis is placed on promoting a positive self-concept for each child and self-directed activities offer opportunities to meet the social, emotional, physical, and cognitive needs of the children. Child Care Service fulfills a crucial need and enables the district to provide a service to parents. There is a Child Care Advisory Council which includes a parent representative from each elementary building, caregivers, principals, and coordinators. The Council meets periodically to assist in reviewing guidelines and in the assessment of outcomes. The Des Moines Public School District believes that the closer the school gets to the community, the better the education it provides.

Maquoketa Community Education Program
Maquoketa Community Center
506 South Eliza Street
Maquoketa, IA 52060

David H. Hayes
Director, Maquoketa
Community Center
(319) 652-5292

Type of District: Small City
Population: 22,500
Date Inaugurated: June 1980
Paid Staff: 2 Full-time; 25 Part-time
Community Schools: 3 Elementary; 1 Middle; 1 High School
Annual Budget: $73,370; 50% Clinton Community College, 25% each Maquoketa Community Schools and the City of Maquoketa

Community Education is a vital partner in Maquoketa. Since its beginning in June 1980, the program has been responsive to the needs of the community. There is a local advisory board which meets monthly, as does the executive board made up of representatives of the city (the city manager and one councilperson), the school board (the superintendent and one board member), and Clinton Community College. This consortium is unique in Iowa in that a city, school, and community college cooperatively fund and administer the program.

The Community Education coordinator serves in many capacities including city recreation director; facilitator for Community Education, continuing education, and college credit classes; director of business and industry training; and liaison between the school district, city, community college, and the community.

The Maquoketa Community Center serves as the coordinating site for the area-wide program. The Center serves all community members by providing GED/ABE classes, literacy and JTPA programs, Kollege for Kids, adult and youth recreation leagues and programs, and other leisure-time/wellness activities on a seasonal basis. It also coordinates use of school and city facilities by community residents and actively involves area groups in contributing to and improving area recreational facilities.

The Maquoketa Community Education program has fostered open communication, cooperation, and a "sense of community." Serving over 5,000 people annually, it is proud of its unique, interesting, and successful partnership in action.

OTHER NOMINATED LOCAL PROJECTS

Ankeny Community School District 306 S.W. School Street Ankeny, IA 50021	Kevin Koester Community Education Director (515) 965-9606 Type of District: Suburban
West Des Moines Community School District 713 8th Street West Des Moines, IA 50265	Linda Sanda Community Education Director (515) 277-6026 Type of District: Suburban

KANSAS

Kansas participated in the National State Community Education Planning Project and prepared a five-year state Community Education Development Plan. The plan called for the staffing and funding of a State Department of Education Community Education position. However, that part of the plan apparently has not been implemented.

In the past, several Kansas Community Education initiatives have received national recognition awards. For a number of years, Kansas State University had a Community Education Center, but the Center ceased to exist in the mid-1980's with the termination of C. S. Mott Foundation grant funding.

As of April 1990, the Council of Chief State School Officers' Community Education Project identifies the state's Department of Education contact person as John Hanna, (913) 296-4938.

LOCAL PROJECTS

Basehor-Linwood Community Education
Basehor-Linwood Unified School District
2008 North 155 Street
Box 282
Basehor, KS 66007

Beverly Dumler
Director
(913) 724-1727

Type of District:	Rural
Population:	6,400
Date Inaugurated:	January 1983
Paid Staff:	1 Part-time, hired and paid by the District
Community Schools:	2 Elementary; 1 Middle; 1 High School
Annual Budget:	$6,150; 100% Self-Supporting

Prior to the establishment of Community Education in 1983, community endeavors were non-existent. Community Education now offers the framework of an organization to accomplish community responsive activities and projects. The Basehor-Linwood Community Education Advisory Council has been able to initiate community projects due to its ability to tap into a pool of community-minded citizens who are formed into ad hoc committees that provide necessary manpower. In each endeavor, commitment to community spirit is obvious. The effectiveness of this group can be illustrated by its accomplishments and its achievement of the 1987 Kansas Outstanding Organization Award. The Basehor-Linwood Unified School District recently completed a North Central Association Accreditation review. At that time, the accomplishments of Community Education were highlighted as a positive influence adding to the strength of the school district.

The most notable attribute of this Community Education organization has been its ability to persevere and achieve. Community Education has advanced from a totally new concept within the community with no previous nucleus from which to grow to a cohesive, active organization with the ability to achieve accomplishments that some community members had felt would be impossible. The organization does not eliminate ideas before they are given a chance. Instead, if community interests can be served, no effort is too great. The group involves enough people to make an idea a reality and provides the support for their efforts. The Community Eduction Advisory Council does not rest on its accomplishments, but continues to look to the future. It has been able to integrate a community spirit, and, with the recent consolidation of the school district, strive to fill a role as a unifying influence.

Community Education's purpose is founded on advancing and supporting community involvement and exemplified in Basehor-Linwood Community Education through outreach efforts, school-related endeavors, and fundraising activities. Each of these many efforts and programs has involved numerous hours of planning and all have been accomplished due to Community Education's initiative. Community activities include:

- Literacy: A 1987 program brought together community members who had the common goal of being trained to teach adults to read. Two tutors now coordinate the program along with one of the original council members who evaluates students before pairing them with a tutor. Fourteen volunteers have their trained tutor cards.

- Senior Citizens: Trips, special event dinners, and holiday packages are provided. During the cold winter months, a warm school building is available for seniors to walk indoors.

- Community Picnic: Hosted by a council member, this evening of fun brings all ages together. Community Education furnishes open air roasted beef, smoked turkey, drinks, ice cream, and door prizes, while each family brings one dish to share with other community members.

- National Community Education Day: In November, letters are sent to the Senators from Kansas encouraging adoption of the bill recognizing National Community Education Day. Local publicity and media coverage include the special recognition given to the "Community Education Instructor of the Year." Children are involved by sending of Community Education pencils to each student in the district.

Community Education also provides a variety of educational opportunities, fun trips, and programs for children, students, and schools. These include:

- Community Education Scholar Program; This annual scholarship program provides a $1,000 award over a three year period for a college student who is at least a sophomore.

- Boatwright Scholarship: Given to a graduating senior entering a science related field, the scholarship was funded through gifts from the community and is given as an ongoing award in memory of a former Superintendent of Schools, Virgil Boatwright.

- Preview of College: High school students sit up and take notice when college students tell them how college life really is! In this panel discussion, opportunities for financial aid, housing choices, beneficial classes to take while still in high school, and many other aspects of campus life are explained.

- Project Graduation: A non-alcoholic-drug-free party is open to all high school students on graduation night. Four highly successful all night parties have virtually broken the tradition of the graduation night keg party.

- Special Thank Yous: Administrators and Board of Education members are treated to an early morning breakfast around the holidays. Community Education sends district secretaries an invitation to a special "dinner out" on Secretaries Day. All volunteer tutors in the literacy program gather at an area restaurant as a thank you from the Community Education Advisory Council. Council members treat themselves to a dinner out in lieu of the December meeting at which an outstanding member is recognized and all members win a small door prize.

Basehor-Linwood Community Education is a self-supporting enterprise, with only the part-time director's salary paid by the district. Class registrations generally cover the cost of classes, while bus trips, the literacy program, GED, community picnic, and scholarship programs are financed through fund raising projects. One fund raising project is the Pumpkin Patch Barbecue, a barbecue beef dinner prepared and served by volunteers on homecoming night. The main fund raiser of the year is the Annual Arts and Crafts Show. Conducted in cooperation with Alpha Delta Kappa, the teacher's sorority, the show requires year round planning to assure that it will be a financial success. Over the last six years, the show has grown and now includes exhibitors from many surrounding states. The arts and crafts talents displayed are unsurpassed and the reputation of this event is such that space must now be limited.

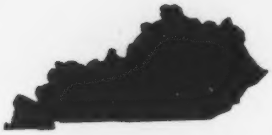
But, more than money has made this a successful program. Community commitment has been the key to success. Area professionals have volunteered time and services. Retired residents give special expertise from their life experiences. Hundreds of lay people have contributed to the success of the program in organizing and carrying out projects too great for small groups. And, networking with Community Education programs across the state allows the program to take advantage of new ideas.

OTHER NOMINATED LOCAL PROJECT

Piper Community Education Association
12036 Leavenworth Road
Kansas City, KS 66109

Jan Pack
Director
(913) 721-2088
Type of District: Urban/Suburban

KENTUCKY



CONTACTS

Kentucky Community Education Association, Karen Schmalzbauer,
(502) 842-4281
Kentucky Department of Education, Marie Whitus, (502) 564-2117

STATE NETWORK

Kentucky Department of Education: Community Education has become a division within the department and is responsible for local district Community Education, the youth service program, and partnership development. Each program area has a coordinator whose responsibilities include the distribution of state funds to local district projects; statewide expansion and development; awareness building and public relations; local district monitoring, training, and technical assistance; and preparation of reports based on data collection and research.

Kentucky Community Education Association: Members played a major role in gaining state legislation to provide funds for local district Community Education coordinators, and are continuing their support of state and local district efforts.

Kentucky Council for Community Education: Appointed by the Superintendent of Public Instruction, the council is composed of representatives from state and local government, local school districts, universities, parents and citizens, and business. The council provides support to the Division of Community Education and makes informed policy recommendations to the state superintendent.

Higher Education: The state plan intends to design and implement a strategy that will demonstrate the need to include Community Education instruction in the education curricula of the state's universities and colleges.

LOCAL PROJECTS

Twenty-seven local districts receive partial funding from the state for Community Education directors. In 16 districts, Community Education activities are being implemented through local collaborative efforts. Data collected from the 23 local districts funded during the 1986-88 biennium indicate that 377 school facilities were used, and 6,128 activities and 108 special projects were provided to more than 183,000 participants. Projects focusing on youth service, school-age child care, early-childhood development, parental skills, volunteer services, literacy/adult basic education/GED instruction, job training, the needs of single parents and displaced homeworkers, and partnership development are strong components of local district Community Education programs.

Bowling Green - Warren County Community
Education Board
200 High Street, Room 155
Bowling Green, KY 42101

Karen Schmalzbauer
Executive Director
(502) 842-4281

Type of District: Small City and Rural
Population: 85,000
Date Inaugurated: January 1974
Paid Staff: 5 Full-time; 16 Part-time
Community Schools: 14 Elementary; 4 Middle; 3 High Schools
Annual Budget: $225,000; 63% Fee Funded

The Bowling Green-Warren County Community Education Board operates under a cooperative agreement involving the Bowling Green City Government, the Warren County Fiscal Court, and both the Bowling Green and Warren County School Boards. The Community Education Board serves as a forum for these institutions, through their representatives, to work cooperatively to improve the quality of life for everyone in the community. Each institution provides monetary and in-kind resources, as well as composing the governing board. Although it is primarily a political board, six of the eight members are elected officials. Having the community's top leadership set policy and determine programming efforts has greatly aided in institutionalizing Community Education. The geographic area served is best described as primarily agricultural and light industrial and a state university with an enrollment of 15,000 is the community's educational anchor.

The Community Education Board serves as an information and referral agency for all members of the community, provides over 300 enrichment and life skills classes/activities, operates after-school and summer child care programs, and manages both the Volunteers In the Schools Project and youth volunteer service program for students 13-22 years of age. The continuing demand by the community for expanded services is a reflection of the Board's responsiveness to community needs. On a more personal level, classroom teacher evaluations indicate improved grades and attitudes of some students attending the after-school program; young people in the youth offender community services program have written letters stating the positive effect volunteering has had on their lives; and parents have sought out board members to express appreciation for child care services.

During a recent visit by State Department of Education officials, the Mayor stated that the Community Education program is the best dollar investment the city makes. In addition to its ongoing services, the Board initiated and nurtured a Capital Arts Theater and Art Center, Big Brothers/Big Sisters, Child Protection, Inc., the Rape Crisis and Prevention Center, and Volunteers in Action. Primarily financed by user fees, the Community Education Program, with five full-time and 16 part-time staff members, has the active support of over 750 volunteers out of a population of only 85,000!

Boone County Community Education
Boone County Schools
8330 U.S. 42
Florence, KY 41042

Donna Arnzen Dahmann
Director of Community
Education and Volunteer
Services
(606) 283-1003

Type of District: Urban and Rural
Population: 56,000
Date Inaugurated: 1977
Paid Staff: 1 Full-time; 90 Part-time Instructors; 1 Half-time Secretary
Community Schools: 7 Elementary; 3 Middle; 2 High Schools; 1 Vocational
Annual Budget: Primarily Fee Funded; Some State Funding for Vocational Classes

The Boone County Community Education Program provides educational, recreational, cultural, and enrichment activities for all people, from 2-1/2 to adult, in Boone County and its surrounding area. The program, sponsored by the Boone County Board of Education, represents a cooperative effort among the schools, community agencies, and interested citizens. In all, almost 30 organizations are involved in this project.

Classes are offered in 14 schools, local churches, the county administration building, County Extension Service office, Catholic Center, Adult Learning Center, public libraries, local golf, tennis, and racquetball facilities, service station center, parks, and YMCA Camp Ernst. Programs include:

- The Boone County Community Education Fall, Winter/Spring, and Summer Programs which had a record-breaking number of approximately 8,300 participants in 220 course offerings last year;

- The Boone County Adult Learning Center which awards over 75 GED certificates annually;

- The "I Love to Read" Program, an award-winning program, funded by grants from the Levi Strauss Company and The Gannett Foundation, featuring trained volunteers who have formed a traveling troupe of narrators who provide over 130 hours of volunteer service and reach an audience of over 10,000 people annually;

- The Summer Activity Program offering over 40 different classes to over 300 child and adult participants a year;

- Apple Corps, School Volunteer Program, a fine example of community involvement at its best, involving over 1,100 community resource people in over 18,000 hours of volunteer service to the schools; and

- Apple Corps Field Trip Guide/Community Resource Handbooklet which is an informative, in-house publication featuring 100 places in the community where teachers can take students on field trips and over 100 community resource people who will visit the schools, on an appointment basis, for the purpose of enriching a unit of study.

The strength of Boone County's program is its ability and willingness to work with all sectors of the community to develop innovative, current, and relevant programming. Together, Community Education and the community pool resources to help address the needs and interests of Boone County's citizens. The motto of Boone County's program is "To Make the dream work, We use teamwork!"

Frankfort/Franklin County Community Education
Thorn Hill Center
700 Leslie Street
Frankfort, KY 40601

Terry B. Foster
Director, Frankfort/
Franklin County
Community Education
(502) 875-1481

Type of District: Small City (State Capital)
Population: 45,000
Date Inaugurated: 1983
Paid Staff: 7 Full-time; 6 Part-time
Community Schools: 8 Elementary; 3 Middle; 3 High Schools; 1 Other
Annual Budget: $237,000

Frankfort/Franklin County Community Education has a dual purpose: to serve the unmet educational needs of the citizens of the area and to serve as a catalyst for the overall improvement of the quality of life. The program is unusual in its administrative structure. It was conceived as a cooperative venture by three separate educational entities, Franklin County Schools, Frankfort Independent Schools, and Kentucky State University. This consortium has provided financial and in-kind services support and, through their combined governance, has provided a unique presence in a community where interagency cooperation is often non-existent. Such an approach has guaranteed that a duplication of Community Education services does not occur.

Its identity as the State Capital has been a plus for Frankfort. During the day, the population doubles, and this influx of individuals with various areas of expertise provides a unique resource. Community Education has worked hard to build and maintain a positive working relationship with these government employees.

Today, Frankfort/Franklin County Community Education is a recognized part of the county and city school systems. It provides an extension of the school day and year with its recently implemented latchkey program and its summer enrichment program for elementary school children. For the entire community, there are leisure, learning, and professional development programs. The strongest features of the program lie in four areas: the learning center, non-credit programs, economic development, and the Thorn Hill Education Center.

Community Education runs a well-equipped and staffed learning center system designed to train and test for the GED, assist citizens in the area of literacy, and, in general, provide assistance to anyone who needs test readiness confidence in a variety of areas. The cnter operates in five satellite locations throughout the county including the regional jail, shelter for the homeless, and a major corporation.

Community Education has become a prime mover in efforts to revitalize the downtown business district, a factor in the overall improvement of the quality of life in Frankfort. The focus is on economic restructuring through historic preservation, an approach highly congruent with Frankfort's status as a state capital. These efforts are in cooperation with local organizations like the Frankfort/Franklin County Chamber of Commerce, Downtown Frankfort, Inc., Downtown Merchants' Association, Frankfort Beautiful Commission, Tourism Commission, and the Kentucky Historical Society. Community Education staff members hold leadership positions in many of these organizations and are also involved in every major festival that takes place in Frankfort/Franklin County, whether it be in planning, developing, or staffing the event, or through the provision of entertainment via one of five Community Education sponsored music and dance groups. In the area of sponsoring economic development, Frankfort/Franklin County Community Education has been nationally recognized as having a model project.

The program offices are housed in an old elementary school complex. The school was closed for six years, much to the dismay of neighborhood residents. Known as Thorn Hill Education Center, the school has worked hard to enlist the interest and support of the neighborhood through its various programs, and today, with so many efforts to utilize the building, Community Education has become a presence in the area and a focal point of activity for people of all ages. This is an especially important revitalization, as the neighborhood had shown signs of deterioration in the recent past. Frankfort/Franklin County Community Education's efforts have not been isolated, but have been linked to those of the City of Frankfort, the Department of Parks and Recreation, and local property owners.

Montgomery County Community Education Program
Miller Community Center
209 North Maysville Street
Mount Sterling, KY 40353

Louise Summers
Coordinator
(606) 498-3484 or -9594

Type of District:	Rural
Population:	23,000
Date Inaugurated:	July 1972
Paid Staff:	1 Full-time; 4 Part-time
Community Schools:	3 Elementary; 1 Middle; 1 High School; 1 Other
Annual Budget:	$28,000; 83% Local Funding

Montgomery County has an extremely successful Community Education program that has been functioning for the last fifteen years. A full-time Community Education coordinator has enabled the district to implement and expand a program offering a wide variety of classes and activities for adults in the community. Community Education services have been expanded to include the development of a parent resource center, a school facility utilization plan, plans for an after-school child care service, a district wide printing service, community surveys and opinion polls, district wide media services, slide tape presentations concerning the schools for parent/community awareness, and a telephone school information hot line available twenty-four hours a day.

Montgomery County, with a population of over 23,000, is served by one school system, with 4,200 students in three elementary schools, one middle, and one high school. The Montgomery County Board of Education and school staff have been committed to the Community Education concept since starting the first formal program in Kentucky in 1972. An advisory council, made up of business and industry representatives, school personnel, government officials, and parents, provides guidance and input to the total program.

The program's philosophy stresses developing and strengthening the vital relationship, mutual dependence, and fundamental linkage between the home, school, and community in all phases of human growth and community improvement. By utilizing the total community environment, the community becomes a living-learning laboratory for students and adults. Whereas in the past, Community Education employed the same calendar used by the school system, it recently extended its curriculum of classes and activities to run through the summer months. In addition, a five week summer enrichment program for children in grades one through five was implemented. The program offers classes in math, reading, art, computer utilization, etiquette, organized sports, and speech and drama. The initial summer program was so popular and effective that it will be included as part of the Community Education curriculum in the future.

Montgomery County Community Education sponsors two types of programs for adults. First, a fall and spring assortment of educational, cultural, and enrichment classes for Montgomery County residents is offered at a nominal fee and held in various schools, businesses, and civic organizations throughout the county at night and on week-ends. Almost 2,000 adults participated in 100 classes during the 1988-89 school year. Second, Adult Basic Education, a grant-funded program, provides for seven paraprofessionals to instruct Montgomery County adults seeking help in getting a GED. (Forty-nine percent of the adults in the county do not have a high school diploma.) Over 260 people were enrolled in the ABE program during the 1988-89 school year; approximately 85 of them received a GED.

For the past two years, community library services have been sponsored by the Community Education, in cooperation with the Montgomery County High School media center. The school library is open to the public two evenings a week, and materials may be checked out.

The Community Education program is cost effective with fees from evening classes currently exceeding the cost of instruction. However, no monetary value can be placed on the improved educational climate that results from improved school-community relations. As building use has increased, there has been a corresponding increase in the number and type of cooperative relationships that have developed between Montgomery County residents and the Montgomery County School System.

Program personnel are involved in the community and are active members of various organizations like the Montgomery County Literacy Council, the Montgomery County Schools Community Education Council, the Mt. Sterling City and County Planning Commission, and the Montgomery County Schools Curriculum Planning Committee. Over 50 area agencies and organizations work collaboratively with the Community Education program including the Montgomery County Extension Agency, 4-H, Recreation Commission, the County Attorney's Office, the Health Department, and the Department of Employment Services. School-business partnerships, like those with Wal-Mart of Montgomery County, Mt. Sterling Kiwanis Club, and the Mt. Sterling Advocate, are another source of strength. As Dorothy Lavoie, the former mayor of Mt. Sterling, has said, "Montgomery County Community Education has always been a leader in the development and implementation of new and innovative community programs in the Gateway District Area and in my personal opinion is one of the best programs in the State of Kentucky."

Community/Adult Education
Owensboro Public Schools
1335 West Eleventh Street
Owensboro, KY 42301

Lynn Heady
Director
(502) 686-1177

Type of District:	Small City
Population:	56,000
Date Inaugurated:	1974
Paid Staff:	1 Full-time; 1 Part-time
Annual Budget:	$80,000; 65% Tuition and Grants

Owensboro is the regional retail center for a large geographic area with a population of 100,000. It is rich in human resources as its citizens are community oriented. The philosophy of the Owensboro School System has always been to encourage community participation in the school program and Community Education activities, and, in 1974, Owensboro Public Schools began operating the only Community School program within a fifty-mile radius. Since that time, there have been continuing efforts to plan, expand, and implement an organized Community Education program which makes extensive use of school facilities.

Community Education implies community ownership of schools, and in Owensboro, people are drawn to, not alienated from, the schools. Community Education supports and extends the attitude of community ownership and investment in school programs. Today, over 3,500 citizens participate in classes and activities each year. Of these, more than half live outside the school district, as Community Education does not limit itself to the city of Owensboro. The program is a multi-county service to citizens of the city, county, surrounding counties, and nearby Indiana residents.

The program is administered by a full-time director who is employed by the Owensboro Board of Education and is funded by a state grant, the local board of education, adjunct vocational education funds, and participant fees. There have been several interagency collaborations, such as job skill classes with vocational education funding, and citizen groups serving on the advisory council. The Adult Learning Center and the Displaced Homemakers Center are integral components of the total Community Education concept implemented by the Owensboro Board of Education. These programs are separately funded, but are very cooperative in their efforts to meet the specialized educational, development, and training needs of individuals who are eligible to participate. Each component is designed to meet a specified subset of the total educational needs of the six-county region.

Two recent studies have identified a local need which Community Education is now addressing: the need for parent education. The public school system and juvenile courts are acutely aware of the factors which contribute to troubled youths: poverty, school absenteeism, teenage pregnancy, early grade retention, school dropouts, and mobility of families with school-age children. Since parents have the potential for making the most significant change in their child's attitude regarding school and life, appropriate parenting skills are necessary. Therefore, the Owensboro Daviess County Family Enrichment Committee was formed representing the Boards of Education of both Owensboro and Daviess Counties, the Juvenile Court, Social Services, Green River Comprehensive Care, and the Owensboro Police Department. The objective of this committee is to offer free parenting education classes to area residents to help parents develop strategies for dealing with school-age children and to help them become more knowledgeable about child-rearing practices. To date, hundreds of parents have taken advantage of these classes.

Another aspect of this issue which is of great local concern is the fact that Owensboro/Daviess County ranks thirty-fifth in the United States in the number of births to teenage girls. In 1987, approximately 247 teenage girls gave birth. It is critical that all agencies of the community attack this problem and Community Education has been an active participant in the community agency coalition that is educating the community. Two Saturday workshops on human sexuality conducted for teens and their parents are the most recent examples of Community Education's success in working to fill diverse needs within the greater Owensboro community.

Woodford County Community Education Center
Woodford County Schools
299 South Main Street
Versailles, KY 40383

Stephanie Christenson
Director
(606) 873-2421

Type of District: Rural
Population: 19,500
Date Inaugurated: August 1988
Paid Staff: 2 Full-time; 5 Part-time
Community Schools: 4 Elementary; 1 Middle; 1 High School; 1 Other
Annual Budget: $112,590; 36% District, 37% State Funding

The Woodford County Community Education Center is the result of a commitment by the Woodford County Board of Education. In July 1988, the Board took the initiative and inaugurated a Community Education program located in a vacant elementary school in the county seat, Versailles. In August, the Board hired a full-time director and began plans to develop a program that would meet the needs of the community.

An important first step was establishing an advisory council. Each of the personnel managers at the six major industries in the county, Rand McNally, Texas Instruments, Kuhlman Corporation, YA America, United L-N Glass, and GTE Sylvania Products, were contacted and agreed to serve on the advisory council. As a result, the Community Education program has direct contact with the area's major employers. The advantages of this collaboration can be seen in: the growth of the adult basic education program from 45 to more than 250 people in one year; the amount of in-kind support to the program and its facilities in terms of both services and goods; and the increased citizen perception of Community Education as important which results when one's employer is actively involved.

Other advisory council members include representatives from the local literacy council, the county extension service, the senior citizens' center, city council, county government, the parks and recreation department, and the local state assembly representative. The advisory council has facilitated interagency cooperation and made the Community Education center available as headquarters to three important community agencies, the Woodford County Literacy Council, the Woodford County Chapter of the American Red Cross, and the Woodford County Theatrical Arts Association. Each has its administrative offices in and conducts outreach programs from the Center. The Center is also becoming a focal point for education, recreation, and cultural activities as other agencies and organizations use it as a meeting place. An example of this is an alcohol treatment program which recently began biweekly counseling sessions at the Center.

The versatility of the Center facility, and the involvement of the community and business, has produced a positive attitude in Woodford County regarding the importance and value of a Community Education program. The county itself is a mix of rural and suburban areas, located in central Kentucky at the edge of Lexington where many of the residents work. Economically, the population is primarily middle to upper income with some pockets of poverty. Interest in leisure and enrichment programs for both children and adults is high. An influx of people from other areas of the country has also produced an increase in the diversity of interests.

The program's success in involving business and industry, as well as county and city governments, has resulted in enormous financial support from both the governmental and private sectors. These commitments increased the operating budget to six times that of its initial year. Because of the increased enrollments in the adult basic education/GED program, the Kentucky Department of Education increased funding from $1,700 in 1988-89 to $32,590 in 1989-90. Two more on-site ABE programs have begun, both paid for by the on-site industry being served.

Woodford County Community Education has made progress in changing the community's perception of how schools should be available to the public beyond the traditional K-12 day. The program has a Center which focuses its activities and facilitates the activities of other groups. It has also grown beyond this Center to offer services in school buildings throughout the district, in the high school and in the middle and elementary schools. Community Education has a bright future as it continues to support the lifelong learning needs of the citizens of the county.

OTHER NOMINATED LOCAL PROJECT

Fayette County Community Education
Fayette County Schools
701 East Main Street
Lexington, KY 40502

Sherry Piersol
(606) 281-0219
Type of District: Urban

LOUISIANA

CONTACT

University of New Orleans, The Louisiana Center for Community Education, Carl E. Drichta, (504) 286-7100

STATE NETWORK

Until recently, it was thought by many that Community Education was active in only four or five school districts in the state. This was a problem of perception, rather than a low activity level. Since Community Education includes a process that results in a wide array of activities and programs, the exact limits of Community Education are not always clearly delineated. Therefore, programs in one school system may be included administratively under the title Community Education, while the same program may be given a special title under a variety of administrative categories in another system. In an effort to determine the actual level of Community Education activities within the State of Louisiana, the Louisiana Center for Community Education conducted a statewide assessment of public school programs. A directory was compiled from the data received and copies were disseminated. This process indicates a revitalization of networking within the state.

LOCAL PROJECTS

It is clear from assessment data that Community Education programs and activities are very alive and well in Louisiana. Over 550 activities and programs were identified by the assessment process. In each of the 66 school districts in the state, some form of Community Education activity is underway under a variety of titles.

Community Education
St. Charles Parish Public Schools
P.O. Box 46
Luling, LA 70070

Leo Babin
Supervisor
Community Relations
(504) 785-6289

Type of District:	Suburban
Population:	47,000
Date Inaugurated:	1976
Paid Staff:	1 Full-time; 3 Part-time
Community Schools:	2 Middle; 2 High Schools; 2 Other
Annual Budget:	$180,000; 40% State, 30% Federal Funding

Since its inception in 1976, the St. Charles Parish Community Education Department has grown in both offerings and status. The program, in this suburban New Orleans community of 47,000, has long been the model for Community Education in Louisiana. Through the efforts of Community Education, the St. Charles Parish Public

Schools have become the learning and social centers for all ages and sectors of the community.

The program has four major focuses: Adult Education, interagency cooperation, credit and non-credit courses, and educational partnerships. The Adult Education component is designed for residents who do not have a high school diploma or are deficient in certain critical educational areas. ABE, GED, and literacy programs service approximately 600 residents each year and are funded through the State Department of Education with additional local and agency funds.

Interagency cooperation programs involve recreation, economic development, and community services agencies. The recreation program, which is funded by a government tax, is held at school sites. This marriage between funding and facilities provides the residents with a substantial program at little cost. Leadership in the area of economic development is provided by the parish's Economic Development Steering Committee. The Supervisor of Community Education serves on the Steering Committee and is responsible for bringing an awareness of economic growth issues to the school system. Additionally, all agencies that are community service providers meet together under the umbrella of Community Education; this collaborative effort prevents the duplication of services.

A third feature of the program, that of credit and non-credit courses, is the largest and most visible component. College credit courses are offered in local St. Charles Parish schools by regional universities, and include graduate, undergraduate, and special courses requested by business and industry. A full range of non-credit and enrichment classes is offered during two Community Education semesters each year. The offerings include topics from computers to crochet and Cajun cooking to Jazzercise. The courses attract approximately 2,000 registrants a year, at fees varying from $15 to $95 per semester. Numerous free, one-night classes offered by hospitals and service agencies are highlighted. Additionally, a comprehensive program for senior citizens is scheduled through the "Super Adults" organization.

The educational partnership program entitled "Adopt-A-School" has been in existence for two years and is hailed as a resounding success. Business and industry involvement in education has provided numerous new programs and heightened the learning process for K-12 students.

Rather than one structured advisory council, the program features four loosely formed advisory groups, one for each area. These groups assist the program leadership with the development of goals and direction. The program itself is managed by a full-time supervisor, assisted by a part-time director, who schedules the non-credit courses, and two coordinators, who supervise the Community Schools where the evening programs are held.

Community Education/Community Schools
New Orleans Public Schools
1815 St. Claude Avenue
New Orleans, LA 70116

Dr. Joseph W. Davis
Community Schools
Director
(504) 942-1711/1712

Type of District: Urban
Population: 1,000,000
Date Inaugurated: September 1968
Paid Staff: 2 Full-time; 51 Part-time
Community Schools: 3 Elementary; 6 High Schools
Annual Budget: $276,700; 44% District Funding

The motto of the New Orleans Public Schools is, "Working Now for the Future", and Community Education has been part of that work since 1968. In New Orleans, Community Education goes beyond the mere letter of the law; it serves the entire population - children, youths, and adults - with a wide variety of classes and job training. Six schools currently are designed as Community Schools, and there are three satellite centers.

There are three main components to the program: youth, adult, and student incentive programs. The youth component includes cultural and leisure activities for self-development, such as dancing, crafts, music, and recreation. There are also academic activities designed to supplement learning, from enrichment classes to tutorial and remedial programs. There are credit courses for high school seniors. For adults, there are over 40 courses annually in a variety of areas, including clerical, electronics, health occupations, paralegal, job skill training, and self-development. Clinical practice, job, and field training activities are provided through the cooperation of business, industry, community, and governmental agencies.

The Student Incentive Program is for high school dropouts. It consists of five alternate activities, each composed of an academic component (GED preparation) and a job training component. Each of the activities requires 25 hours per week and lasts for 20 weeks. The program is designed to prepare participants for the GED examination and the job market simultaneously. Job training areas include electrician assistant, custodial operations, waiter-waitress training, third class engineer training, and home health assistant. Participants are screened for eligibility and are required to maintain regular attendance in both the GED and job skills components and to participate in the field experience.

Input is sought from a variety of sources. There is an Advisory Council for Community Schools which includes representatives from each Community School area, agency representatives, local clergy, and members-at-large. One school has its own Community School Council. And, student participation is encouraged.

Community Education is a program initiated upon the request of citizens with strong-ongoing leadership through the Advisory Board for Community Schools. It is a part of the schools and a part of the community.

OTHER NOMINATED LOCAL PROJECT

St. Tammany Parish
P.O. Box 940
Covington, LA 70434

Courtney Cheri
(504) 892-2276
Type of District: Suburban

MAINE

CONTACT

Maine Department of Educational and Cultural Services, Dana Green, (207) 289-5854

STATE NETWORK

The Division of Adult and Community Education oversees a statewide delivery system at 157 local sites. An extensive network of services and relationships with other agencies has been established to enhance education and training. In addition, the Division is working closely with a variety of others involved in the delivery of educational services and with businesses to provide Maine's citizens with greater opportunities to upgrade their educational skills.

LOCAL PROJECTS

Maine has 35 full-time Community Education directors located in the state's more populous sites. During the past two years, there has been a statewide focus on literacy addressing the issues of Adult Basic Education and Literacy skills; GED credentials; Adult and Community Education; and Adult Education at the work site.

Freeport Community Education
Freeport Public Schools
Holbrook Street
Freeport, ME 04032

Gail Senese Wright
Director
(207) 865-6171

Type of District:	Suburban
Population:	7,000
Date Inaugurated:	January 1980
Paid Staff:	4 Full-time; 1 Part-time
Annual Budget:	$218,400; 47% Fee Funded

The strongest factors contributing to the effectiveness of Freeport Community Education are the support it receives from the Freeport Public Schools and its ability to reach almost all segments of the community through its relationships with other community, civic, and private organizations. Community members who are involved with the Community Education program and classes benefit by having access to all of the physical resources of the school system and their support, combined with that of the school system, has in turn enabled the program to expand considerably over the past three years.

In January 1980, the Freeport Town Council adopted resolutions endorsing the concept of Community Education as having broader goals and objectives than had been practiced by the municipal recreation and school adult education departments, and named the School Committee as the legal entity responsible for the Freeport Community Education Program. Today, the Director of Community Education is responsible for a comprehensive recreation and adult education program, is an active member of the school system's administrative team, is involved in the system-wide decision making process, and reports directly to the Superintendent of Schools. This type of administrative interaction has enabled Freeport Community Education to be integrated into the total school program rather than being viewed as an add-on function.

The major source of citizen involvement is the Community Education Advisory Committee and other special committees formed to address specific identified needs. Due to the small size of the community, there is continual sharing as residents feel comfortable dropping by the office, calling on the phone, or making conversation on the street to provide input toward program improvement. Additionally, every four years, citizens are asked to complete a questionnaire and evaluate classes and activities. Instructors are asked to evaluate not only their own programs, but also how the Community Education Office served their needs.

Funding for Freeport Community Education comes from three main sources: local taxes, user fees, and a state subsidy for the adult education program. As a result of the growth of that program, the state subsidy has grown by 198% over the last four years. During the same period, local tax support has increased 57% and, due to increased levels of participation, user fees 111%.

Freeport Community Education is involved with a number of community groups, and this involvement has resulted in several successful interagency collaborative programs dealing with such diverse topics as child care, AIDS, aging, and disaster preparedness. These agencies and types of involvement include: the Family Life Support Group, providing monthly in-service and networking opportunities for representatives of local social service agencies; the Scholarship Committee, a fundraising committee which provides scholarships for summer camp and school year enrichment activities; Freeport Child Care Services, offering in-service opportunities for child care providers; and the Wellness Team, which participates with school and community health groups to promote mental, physical, and emotional well-being within the school and community.

The variety of activities offered by Freeport Community Education includes adult education diploma, GED, general enrichment, senior citizen activities, sports, arts and crafts, life skills training, and summer and vacation camps. Areas currently being addressed include job training, illiteracy, and the needs of at-risk children. As a result of a needs assessment, Community Education has implemented special fee schedules for children on free and reduced lunch programs, classes for special education students, and dances and concerts to promote family unity.

In February 1988, Freeport Community Education was reviewed by a team of community members, students, teachers, and state Adult and Community Education administrators. In their report, the Review Team commended the program for its extensive community networking and holistic approach to program offerings, saying, "This program coordinates and delivers opportunities for the entire family, and it's evident that the caring attitude is appreciated by the enrollees." In October of the same year, Freeport Community Education was honored by the Maine Department of Educational and Cultural Services for providing outstanding Adult and Community Education services.

Wells-Ogunquit Adult Community Education
P.O. Box 578
Wells, ME 04090

Terry F. Hodskins
Director
(207) 646-4565

Type of District:	Urban
Population:	11,500
Date Inaugurated:	Fall 1989
Paid Staff:	3 Full-time; 75+ Part-time
Community Schools:	2 Elementary; 1 Middle; 1 High School
Annual Budget:	51% State Funding

Wells and Ogunquit are small, southern Maine seacoast communities. The Adult Community Education Program strives to provide new programs and opportunities for community members. As Bob Kautz, Superintendent of the Wells-Ogunquit Community School District, has stated, "Projects are like a positive pyramid scheme. Each project causes more and more people to be touched and also be involved." Adult Community Education offers high school completion, college academic, and career/life planning programs, as well as vocational, enrichment, and leisure classes. Working from the premise that learning is lifelong, the program is constantly expanding. Three current, outstanding programs are Project L.O.V.E., Build a Strip Canoe, and the school-business partnerships with New England Cablevision.

Project L.O.V.E. (Let Older Volunteers Educate): The project was adopted by the Wells-Ogunquit Adult Community Education Advisory Council to provide a bridge linking generations together. It provides an opportunity for local senior citizens to share not only life experiences but also caring, warmth, and individual attention with children in kindergarten through grade 12. The students are a receptive audience, and the administrative and teaching staff appreciate this non-academic input. Project L.O.V.E. is also a vehicle for retirees to maintain a degree of involvement in the community on a time basis that fits their needs.

A L.O.V.E. volunteer registers with a coordinator and is matched with a participating teacher. The two then go through a brief training session, develop a set of expectations, and, after six weeks, evaluate their experience. Last year, L.O.V.E. volunteers took part in a high school history study of the depression era, listened to second graders read, helped in libraries, cafeterias, and other aspects of the school program, and appeared on local television as recruiters for other programs. Not only has Project L.O.V.E. gained local support and respect, but the Adult Community

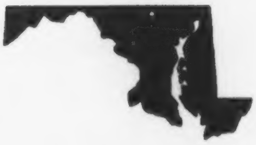
Education Office has been contacted by the White House staff for possible identification as one of President Bush's thousand points of light.

How to Build A Strip Canoe: "Build a cedar strip canoe from start to finish -- including the caning of seats. Finished product to be donated to local organization to be raffled as a 'fund raiser'. First class to meet at Wells High School." This class description was a community catalyst which first appeared in the Wells-Ogunquit Adult Community Education Fall brochure. Being a coastal community, it was not surprising when a local boat builder came forward to offer his skill and expertise to teach a Community Education Program winter class, "How to Build A Strip Canoe." What was surprising was the response from the entire community. As students registered for the class, they were informed that they would never paddle the white cedar and black walnut canoe they would be constructing. When finished, the first of many canoes would be raffled off to support both an environmental and a drug awareness program in the schools.

The entire community became involved. The local harbor master was intrigued and suggested the local boat storage shed as a location to begin the project until the winter weather set in. Since a new fire station was being built, there was room for the project to move to one of the volunteer stations during the winter. The Chamber of Commerce, which sponsors a Christmas Parade, and the local cablevision company, which narrates and films it, had been following the building process with interest, and featured the program in the parade. Local press coverage was tremendous. Being a community in an area with many lakes, ponds, and rivers, as well as being on the seacoast, the canoe concept was feasible as a local fund raising opportunity and has been cited at the state level as an example of local community outreach.

Wells-Ogunquit Schools/New England Cablevision Partnership: In October 1989, Wells-Ogunquit Adult Community Education and New England Cablevision announced the broadcast of two basic education programs for adults, "GED Prep" and "Learn to Read." According to the 1980 census, only 75% of area residents have their high school diplomas, and about one in five adults in the state is functionally illiterate. These statistics hold throughout Maine and the nation. These adults may be hard-working contributors to their family and community, but, as a whole, they earn less than high school graduates. Although programs and tutorial assistance for adult basic skill development were already offered through Adult Community Education, many adults who might benefit were not making use of them. Community Educators hypothesized that these adults might not want to acknowledge their lack of skills or of a diploma.

Therefore, the director of Wells-Ogunquit Adult Community Education and the program director of New England Cablevision tackled the problem: how to reach the adult who shies away from public acknowledgement of educational deficiencies. Cable TV offered an avenue to reach these people, without the necessity of registration or enrollment. Beginning two weeks after the announcement, adults who subscribed to cable television (about 75% of households in Wells, Ogunquit, and four neighboring communities) could learn in the privacy of their own homes. Classes were scheduled for "prime time," 7:00 and 7:30 p.m., to maximize availability. Again, the entire community became involved. Through the support of Key Bank, free books were made available to supplement the GED Prep program and the York County Coast Star purchased the rights to publish the weekly work sheets for "Learn to Read," in each issue of the Star during the course of the program. The Wells-Ogunquit program is not an isolated event; it is taking place in conjunction with the Maine State "Keys to Your Future" program, co-sponsored by the State and Key Bank. As humorist Tim Sample, spokesperson for the State project, says, "Every year thousands of adults turn their lives around simply by learning to read."



MARYLAND

CONTACTS

Maryland Association of Adult and Community Education, Steve W. Swisher, (301) 791-0098
Maryland State Department of Education, Charles Talbert, (301) 333-2361

STATE NETWORK

Primary organizations in Maryland's Community Education network include the following:

The Maryland State Department of Education (MSDE): The state education agency has a full-time Community Education staff which includes the Branch Chief for Adult and Community Education, the Section Chief for Community Education, and two Specialists for School-Community Services. This staff provides leadership in the development, administration, coordination, and promotion of programs and services to adult and community educators statewide.

The State Advisory Committee for Adult and Community Services (STAC): The committee, representing local education agencies, the legislature, business and industry, volunteer organizations, parks and recreation departments, and private citizens, provides support for collaborative projects, technical assistance to department staff and local administrators, and evaluation services.

The Maryland Association for Adult, Community, and Continuing Education (MAACCE): A non-profit organization, the 575 member MAACCE provides leadership for those interested in advancing education as a lifelong process.

University of Maryland's School of Social Work and Community Planning (UMSSWCP): In 1987, the UMSSWCP conducted a comprehensive study of Community Education programs and became a partner with the state education agency for statewide Community Education planning. Planning issues include Community Education support, awareness, and visibility.

State Board of Community Colleges (SBCC): With the development of the state plan, SBCC has expanded its efforts to enhance cooperation and collaboration with local education agencies.

LOCAL PROJECTS

Multi-Service Community Centers: In 1988, the centers provided job referrals, adult education academic assessment services, and vocational counseling services to 97,576 youth and adult clients.

School-Community Centers Program: Conducted in each of the state's 23 counties and Baltimore City, this state sponsored program provides funds to keep public schools open after normal school hours in order to provide recreational and educational programs to children, youth, and families.

Volunteer Services Program: MSDE provides technical assistance for volunteer program development to local coordinators and serves as a clearinghouse for volunteer resources. In 1988, volunteers provided over 3,789,658 service hours to 307,730 children and adults in educational programs.

Business-Industry Linkages: In 1989, the state education agency, in collaboration with the Metropolitan Baltimore Council of AFL-CIO Unions, received $303,000 from the U.S. Department of Education to provide literacy training to increase worker productivity. In addition, the state education agency cooperated with the Maryland Chamber of Commerce in sharing information and methods to develop school-business partnerships statewide.

Also in FY '89, block grant funding was accessed to support state plan activities focusing on expansion of the number of volunteers in classes of English for Speakers of Other Languages. Block grant funds are also being used to train participants in grantsmanship skills.

Dorchester County Multi-Service Community Center
Dorchester County Board of Education
2475 Cambridge By-Pass
Cambridge, MD 21613

Denis L. Lamparter
Administrative Assistant
(301) 228-1093/-4747, Ext. 288

Type of District:	Rural
Population:	30,000
Date Inaugurated:	July 1979
Paid Staff:	5 Full-time
Community Schools:	7 Elementary; 2 Middle; 2 High Schools; 1 Vocational Technical Center
Annual Budget:	$300,000; 90% State/Federal Funding

Collaboration and cooperation between the Multi-Service Community Center and other agencies throughout Dorchester County are the hallmark of this Community Education program. Adult programs are planned in consideration of the needs of

Employment Development, the Department of Social Services, the Board of Education, the Dorchester County Health Department, and various community groups.

The Center operates under the direction of the Board of Education and is supervised by an administrative assistant, hired by the Board. An advisory council serves to give direction in the development and implementation of programs which are primarily funded by state and federal sources, with local support in the form of buildings and equipment use.

Programs are designed to serve various populations within the community. There are adult programs featuring basic education and life skills, GED preparation, vocational training, enrichment classes, and hobby courses. Services for in-school students include the Maryland's Tomorrow program for at-risk students, evening high school, summer school, job search activities, dropout counseling, and work-study supervision. Pregnant and parenting teens and adults, whether in-school or not, are provided services through cooperation with the Family Support Center and the adult education, GED, and basic skills programs. Project Independence, the Maryland program to help Department of Social Services clients receive educational or vocational training in order to enter the job market, has received support through the Multi-Service Community Center. Both adults and those in-school receive immediate follow-up with personal problems and guidance in educational planning. Classes for life skills, GED, high school, or evening high school are arranged, and child care support is provided for those parents in need.

Cooperative programs have been developed with private businesses as a means of expanding Center programs. One very successful program was a combination of classes to teach English to workers at ConAgra, a poultry processing plant in Hurlock, Maryland. The workers, many of whom are non- or limited-English speaking aliens and immigrants, were provided with a basic English class featuring safety rules and equipment terminology. In addition, a class was developed to teach ConAgra production managers to speak Spanish so they could better communicate with workers in the plant. Because of the success of this program, a similar class was developed for another poultry processing company in a neighboring county.

St. Mary's County Department of Recreation and Parks
P.O. Box 653
Leonardtown, MD 20650

Claude M. Clark
Assistant Director
(301) 475-4573

Type of District: Rural
Population: 65,000
Date Inaugurated: October 1988
Paid Staff: 4 Full-time; 105 Part-time
Community Schools: 19 Elementary; 4 Middle; 3 High Schools; 10 Other
Annual Budget: $365,000

The Community Wellness Program developed by St. Mary's Department of Recreation and Parks has evolved into a new program called South Hampton Helping Hands, which focuses on increasing children's awareness of the community around them. The children learn about local government agencies, how these agencies operate, and how each child can explore and enhance the community in which he/she lives. The strongest feature in a program of this nature is that there is a leader, employed by the Department of Recreation and Parks, who brings children together in an informal group to discuss personal, community, county, state, and even national issues. It gives each child a chance to express his/her desires, expectations, and experiences and a chance to learn by communicating with others. The program is usually held in the early evening in a local school. Each meeting features a specific topic. If, for example, there was a dangerous crossroad, the group would discuss it and then follow-up by drawing up a petition for their leader to present to the County Commissioners requesting more stop signs, or perhaps a stop light. The group also becomes involved in helping community members directly. When they learn of someone who is seriously ill, they help with chores; such as mowing the grass, doing yard work, or doing the marketing. If they know of any of their peers experiencing problems, they counsel them and try to help solve the problems. They also learn more about being better citizens by getting involved in county government, by attending County Commissioners' meetings, and by learning how the government functions and how the budget works.

When the group was originally established, the principal of one school, a local minister, and several other concerned adults met to find a way to get children more involved, to make them more responsive to the needs of the community, and to have them become more active in the overall government structure. The student group now meets on a year-round weekly basis, with additional meetings when they are preparing for a special event or community pride activity. The area in which the Pilot Program was established is primarily low income, and the group has been able to address many of the problems associated with the community, achieving very positive outcomes. Some of those who had been described as the worst kids in the community have become model club members, have developed strong leadership skills, and have developed a positive reputation in the community for their civic-minded activities.

The group has raised money through donations and car washes to buy t-shirts and caps, which they wear to special projects and social functions, being recognized as the South Hampton Helping Hands or the South Hampton Wellness group. St. Mary's County is proud of the enhanced self-esteem which has grown out of this wellness experience and is pleased that the size of the program continues to expand.

Community Volunteer Program
Anne Arundel County Schools
Chesapeake Bay Middle School
4804 Mountain Road
Pasadena, MD 21122

Thelma C. Duncan
Counselor
(302) 437-2400, Ext. 411

Type of District:	Suburban
Population:	49,750
Date Inaugurated:	October 1984
Paid Staff:	1 Full-time
Community Schools:	1 Middle School

The Chesapeake Bay Middle School Community Volunteer Program was established in October 1984 as an extension of the school's career education program. It was felt that students should be given the opportunity to see and appreciate the ethic of service as part of citizenship. A community volunteer program was seen as a way to provide students opportunities to become involved in caring for and about others and to enhance their sense of social responsibility.

When the idea of involving students in volunteer service in the community was first brought up, the school staff discovered that most community volunteer programs for middle school children were organized not by schools, but by groups, such as the Red Cross, Boy and Girl Scouts, and 4-H Clubs. Parents, community leaders, and a number of agencies and organizations cooperated to help develop the program. Established volunteer programs were identified which could act as umbrella organizations providing some supervision and protection for the volunteers. Thus, a partnership was formed with the Maryland Department of Aging Life Support Program, the Public Library of Anne Arundel County, a community recreational park, and a community church nursery school.

Volunteers in the Life Enrichment Program visited elderly residents in six of the county's ten convalescent centers on a weekly basis. Volunteers aged thirteen and above were given permission by the Library's Community Services Director to volunteer as aides in four local branches of the public library. In the recreational park and nursery school programs, volunteers were also committed to at least one hour of service a week. For students unable to volunteer in the community, in-school programs, such as Career Aides and peer tutoring, were established.

Students hear of the program each fall through morning announcements and bulletin board displays throughout the school. Those interested in more information can sign up for an orientation and information night which is held for both students and their parents. In all programs, students are required to fill out applications for the position of volunteer and all students work in pairs. Parents provide transportation and all volunteering is done outside of school hours.

Orientation is provided all students entering the volunteer program. Life Enrichment volunteers must first select a nursing home site, then meet at the chosen site with the school's Life Enrichment Director and the site's Activity Director. A list of residents is given to volunteers, introductions are made, and a tour of the facility is given. Library volunteers are interviewed and selected by the volunteer coordinator at the branch of the library that the students have chosen. Time sheets and applications are maintained in the public library headquarters in Annapolis, Maryland. The recreational park and nursery school programs have been phased out, but the in-school Career Aide and peer tutoring programs are still in operation.

Students receive recognition at the end of the school year at the schools' Awards Night. An end of year Appreciation Luncheon is also provided for volunteers, their families, school personnel, and community leaders. The program itself has been recognized by the former Maryland State Superintendent of Education, David Hornbeck, as being one of outstanding merit.

The gains from the Community Volunteer Program cannot be measured. Students have the opportunity to make a difference in the lives of others - to give in a way that matters. This helps not only their self-image, but also enhances their outlook on life. Since its inception, over 200 students have participated in the Chesapeake Bay Middle School Community Volunteer Program. Several have continued on to participate in the high school program, and others now in high school have related that they have been involved in outside volunteer programs since middle school.

As Thomas Evans, principal of Chesapeake Bay Middle School says, "If our students are to become good citizens, they need to have opportunities to be doers --- to give of their time to help others. This program helps them have that chance."

Montgomery County School Community Centers Program
100 Maryland Avenue, Room 414
Rockville, MD 20850

Alice McCain
Program Manager
(301) 217-2723

Type of District: Suburban
Population: 800,000
Community Schools: 5 Elementary; 10 Middle; 2 High Schools
Annual Budget: $162,000; 100% School-Community Centers Program and In-Kind Contributions from All Participating Agencies

The Montgomery County School Community Centers Program (SCCP) is a recognized state model program in Maryland. Its outstanding features include extensive interagency cooperation in the community use of schools, utilization of resources, program diversity, program planning, use of volunteers, and program accessibility.

Interagency Cooperation: In Montgomery County, the after-school use of public school facilities is the responsibility of the Interagency Coordinating Board for Community Use of Schools. The Office of Community Use of Schools is an agency established as an enterprise fund within the county government agency and it serves as the coordinating agent for other agencies and private organizations that provide services at public school sites throughout the county. Through the Community Use of Schools Program, any school in the county can be used as a site for community programming, including such facilities as gymnasiums, classrooms, media centers, computer labs, and playgrounds. Cooperation extends to the public school staff. Principals are very supportive of SCCP and the after-school use of schools. Approximately 94% of the instructors providing services in the after-school programs are full-time public school teachers. For children and youths between the ages of five and twenty, after-school activities are free. The program is county-wide, with recreational activities and cultural and enrichment classes held at seventy-five sites and serving more than 127,000 residents in FY-89.

Utilization of Resources: Funding for SCCP comes from a state grant that is divided amoung four government agencies: Interagency Coordinating Board for Community Use of Schools, Montgomery County Recreation Department, Rockville City Recreation Department, and Gaithersburg City Recreation Department. Whenever possible, the recreation departments work with the Interagency Coordinating Board staff to co-sponsor enrichment programs and family events. This joint effort eliminates duplication of programming and maximizes the use of SCCP funds and staff time. Last year these agencies co-sponsored ten events and sixteen programs attracting more than 50,000 participants.

Program Diversity: Through SCCP, children are offered a diversity of enrichment and recreational activities. During FY-89, more than thirty different types of programming were offered free of charge. Programs include, but are not limited to: arts and crafts, cooking, creative writing, computer training, dance, film production, intergenerational study, foreign languages, nature study, reading, math and science enrichment activities, ping pong, tumbling, typing, volleyball club, woodworking, and wrestling. SCCP also provides programs for children who are not English proficient to assist them in understanding homework assignments. In addition, tutoring classes are taught in Spanish and Vietnamese. At one elementary school where there has been an influx of foreign born students, a "board games club" was started in order to provide an atmosphere for young children to practice social interaction.

Program Planning: Program planning is a very important ingredient in the School Community Centers Program in Montgomery County. Advisory councils, PTAs, and recreation councils assist the cooperating agencies in making sure that community needs are addressed when planning programs. Demographic data, participation trends, and community survey results are also used as methods for determining what services are needed and desired by area residents. The After-School Enrichment Program, which is fee-paid, was developed to address the issue of latchkey children and to respond to identified needs of working parents. It is also a cooperative effort of the four local government agencies, Montgomery County Public School staff, and private service providers. Programming includes both enrichment and recreational activities and incorporates free SCCP classes at most of the twenty-two sites, thus expanding the availability of enrichment activities to all children regardless of their ability to pay.

Use of Volunteers: Volunteers are used in both program planning and delivery. Volunteers include senior citizens, parents, community leaders, and students. SCCP offers several intergenerational programs where children and seniors work on joint projects or activities, sharing experiences. There are peer tutoring clubs where students are instructed in the art of teaching and then paired with other students who need academic assistance. Parent volunteers assist instructors with after-school programs, serve on Community School Councils throughout the county, and assist Community School Coordinators in program development. The Montgomery County Senior Adult Volunteer Bureau is a valuable resource which has recently become active in the School Community Centers Program. All three recreation departments extensively use volunteers to supervise various types of recreational activities. During FY-89, more than one hundred community residents volunteered over 5,000 hours in the State Community Centers Program.

Program Accessibility: School sites are strategically located throughout the county and most programs are offered immediately after school. Many schools provide activity buses for children who participate in after-school activities and who do not live within walking distance of the school. Last year, several school PTAs contributed money to offset the activity bus charges to ensure that children using school bus service could continue to participate in SCCP activities. At several after-school program sites, children are issued free tokens to enable them to use public transportation to their homes.

The Montgomery County School Community Centers Program is constantly evaluating itself. As a result of the evaluations by the staff of the four agencies involved, it has been possible to continue to provide well organized, quality programming for the citizens of Montgomery County. The Program also provides future citizens the opportunity to stretch their bodies and strengthen their minds. Several student surveys have resulted in successful Friday evening and Saturday morning programming. The children are delighted with the various after-school programs and are eager to fill out surveys providing other program ideas and suggestions. Last year, under SCCP funding, a creative writing course was offered at one of the County's middle schools. As a result of this program, the school, PTA, and Interagency Coordinating Board provided funding to have the students writing projects published. Parents have expressed their appreciation for programming which brings families together, such as movie nights, skate nights, culture awareness activities, family computers, and other family enrichment activities.

Carroll County Multi-Service Community Center
Carroll County Board of Education
Gateway West, Suite 18
125 Airport Drive
Westminster, MD 21157

Larry G. Norris
Administrator of
Alternative Programs
(301) 848-6272

Type of District: Suburban
Population: 125,000
Date Inaugurated: 1980
Paid Staff: 1 Full-time; 3 Part-time
Community Schools: 16 Elementary; 7 Middle; 5 High Schools; 2 Other
Annual Budget: $110,000; 54% State, 46% Local Funding

The Multi-Service Community Center of Carroll County is the Community Education component of the public school system and is financially supported by both county and state education funds and from income derived from contractual agreements for direct services. The Center provides information and referral, assessment and counseling, and special services to specific populations. The strongest feature of the Carroll County Center is interagency coordination to meet identified community needs. The Center, Adult Basic Education, and the Chamber of Commerce collaborated on a needs assessment of 96 businesses in Carroll County. Through this and other collaborative efforts, the needs of community youths and adults were identified.

The Center is part of the Board of Education's alternative programs which include: (a) educational options for middle and high school students who have been suspended from their home schools; (b) Adult Basic Education, GED, and external diploma programs; (c) ESL classes; (d) Maryland's Tomorrow, a program to assist high school students at risk of dropping out; and (e) the Multi-Service Community Center. Coordination and collaboration among these programs, as well as with community agencies and business, occur regularly. Center staff has collaborated with Adult Basic Education staff to write grant proposals for homeless education and workplace literacy. Collaboration with all literacy providers in Carroll County produced a proposal and services for the Literacy Works initiative, Maryland's Welfare to Work program.

Both assessment and counseling services are provided at the Center. There are academic assessments and follow-up counseling for all JTPA-eligible clients prior to their entrance into other programs; for all prospective students in adult education classes; and for External Diploma program applicants. This is supported by a GED practice test which the Center administers monthly. Vocational assessments and counseling are also provided to JTPA clients and the community at-large, both youth and adults. Additionally, the Center staff serves in a consultant role with in-school guidance programs, especially alternative education, and other community agencies offering career and life planning.

The Multi-Service Community Center serves as a broker of information for the entire community. The Center's phone number is called for all literacy information and educational and vocational services. Packets of information are sent to high school dropouts describing available services. In 1989 alone, 106 packets were sent out and 39 sessions describing educational opportunities for those lacking a high school diploma were held for 456 individuals. Also, direct education services are provided to county government employees, state employees, businesses, and foreign students attending a western Maryland college.

OTHER NOMINATED LOCAL PROJECT

Prince George's County Board of Education 14201 School Lane Upper Marlboro, MD 20772	Jacquelyn Lendsey Liaison for Business/Community Outreach (301) 952-6016 Type of District: Suburban

MASSACHUSETTS

CONTACT

Massachusetts Department of Education, Susan Freedman, (617) 770-7502

STATE NETWORK

Massachusetts has an informal Community Education network that involves the Office of Community Education of the Massachusetts Department of Education, the Massachusetts Community Education Advisory Council to the Board of Education, state level educational professional organizations, individual local Community Education practitioners, business people, and others. In addition, the state Community Education association, dormant in 1987-88, has revived its board and is engaged in planning a newsletter and membership activities.

Currently, the Office of Community Education is engaged in promoting Community Education through the following areas: school reform and restructuring; parent involvement; intergenerational education; community service programs for students; volunteerism in schools; interagency collaboration; local education foundations; industry-education partnerships; and partnerships with higher education, cultural institutions, and human service agencies.

LOCAL PROJECTS

The decentralized approach to education in Massachusetts makes it difficult to ascertain the number of local Community Education projects in the state. However, there are several indicators that reflect the strength of Community Education:

Over 500 industry-education partnerships responded to a call for a letter of intent in the 1988 Industry-Education Partnership Recognition Program.

Approximately 1,800 schools (97%) have developed school improvement councils.

Organized, comprehensive school volunteer programs exist in two-thirds of the school systems in the state.

Forty-five schools responded to the first round of the Carnegie Schools grant program.

Ninety superintendents have registered to attend a conference on the role of superintendents as schools move toward school-based management.

The Office of Community Education receives approximately 35 telephone calls a day requesting information or technical assistance on issues related to school-community collaboration and other aspects of Community Education.

Acton-Boxborough Community Education
c/o Grey Junior High School
16 Charter Road
Acton, MA 01720

Kay Nicholson
Coordinator
(508) 264-4700, Ext. 5014

Type of District:	Rural
Population:	21,350
Date Inaugurated:	September 1975
Paid Staff:	3 Full-time; 6 Part-time
Community Schools:	4 Elementary; 1 Middle; 1 High School
Annual Budget:	$685,354; Primarily Fee Funded

In view of the present state fiscal crisis, the strongest feature of Acton-Boxborough Community Education is the self-supporting status of its broad and comprehensive programs. In 1987, the Town voted to dissolve the existing recreation department and turned over all courses and programs to Community Education with the understanding that the Town would provide $30,000 annually toward the salary of a coordinator. Except for that one budgetary allotment, Community Education has received no monies from the Town since 1975. The generous cooperation from the school committee, administrators, and support staff aids in this self-supporting status, as the program has full access to all school buildings year round. The fact that it is a middle income community makes it possible for Community Education to raise sufficient funds through fees to remain self-supporting.

The program has grown over the years and collaborates with several agencies such as "Widening Horizons," a career counseling group, and the Acton Housing Authority, which has obtained funds to subsidize classes for children of single parents. Community Education hosts an annual conference of community agencies attended by an average of 34 different organizations/school departments. It is also responsible for coordinating after-school use of school facilities by all outside groups, such as the League of Women Voters, booster organizations, scouts, and women's clubs. Auditoriums and cafeterias are frequently used for fairs, art shows, dance recitals, etc., providing a great deal of interaction between the schools and the community.

Community Education is considered a "school department," and, as such, is allowed to use the Acton-Boxborough Regional School's tax exempt status and bulk postal rates. It is given priority in cases where multiple demands for school space occur.

The community strongly supports both its schools and activities geared toward children. Community Education has tried to respond to changing needs in the community. With its Advisory Committee, parent groups, Inter-School Councils, and the fact that it's located in the Central Administrative offices, the program remains abreast of and responds to concerns on a timely basis. Demographics have recently changed somewhat to show an increase in minorities; therefore, Community Education now offers ESL. There has been a decrease in day class offerings to reflect the increase in the number of working women. By the same token, the Extended Day Program has tripled over the years. Classes that do not gain sufficient enrollment to pay expenses have always been cancelled.

Questionnaires are distributed to students in all new courses and most comments are overwhelmingly positive. School administrators have stated that when going to the voters for tax cap overrides, or general support for traditional school funding, community members have expressed pleasure in both the variety of enrichment offerings and in the fact that school buildings are so accessible.

LINKS - Linking Neighborhood Kids with Senior Citizens
Ottoson Junior High School
63 Acton Street
Arlington, MA 02174

Dennis A. Mercurio
Coordinator
(617) 646-1000

Type of District: Suburban
Population: 45,000
Date Inaugurated: Fall 1986
Paid Staff: 1 Part-time
Community Schools: 1 Middle School
Annual Budget: $2,500

Like many other cities and towns nationwide, Arlington is experiencing a steady increase in its senior citizen population. Currently, there are more than 11,000 seniors, nearly 25% of the total population. Many are homeowners, who, because of poor health, can no longer perform basic household and yard chores. Others, living on a fixed income, cannot afford to pay for professional services. In a large number of instances, this inability to secure help to go to the market or to shovel snow may pose not only an inconvenience, but a serious threat to health and well-being.

At Arlington's Ottoson Junior High, many of the 600 students are willing to work but unable to do so because of their age (11 to 14) or lack of experience. Often, they are simply unaware of how to locate appropriate job opportunities, although they are eager to earn their own money. In some cases, their parents feel uncomfortable about sending them into the community at-large to work, although they feel that junior high is the proper time for their children to begin gainful employment. Through LINKS, the school serves as a resource to match these groups in a mutually beneficial relationship.

The Council on Aging, the Arlington Public Schools, parents, and community volunteers all play specific roles in the operation of the program. The Council disseminates information about the program through its regular publications and handles all intake and screening of applicants who request services. The school coordinator visits each client in order to evaluate the work site and explain the program's operation, then matches students with nearby seniors. Parents must approve the placement of their children; students keep program records on a computer data base; and several community volunteers conduct extensive follow-ups of all placements.

Perhaps the strongest feature of the program is its simplicity. LINKS is straightforward in its operation and implementation, does not impinge upon the school schedule or facilities, and is responsive to the needs of all those involved in the partnership. Participants benefit in the following ways:

- Senior Citizens gain in the services of neighborhood youngsters who become available to help out with a variety of chores at reasonable rates. For many seniors, it has been a unique opportunity to see young people in a positive light.

- Students profit from the opportunity to earn their own money, establish job references, and develop responsible work habits. LINKS has already served as a major resource in financing class trips to Canada and local field days. In addition to the financial rewards, the students themselves have enjoyed contact with the seniors for whom they are working. As the relationship between students and clients progresses, students often begin to assume the role of helpers, sometimes even of grandsons or granddaughters, rather than "employees."

- Parents welcome the opportunity to have their children initiated into the world of work at an early age in controlled, school sponsored circumstances. Students proceed through a typical job application procedure, and bear the responsibility for carrying through a long-term commitment. Parents are more comfortable having children in this age group work for the elderly rather than younger adults. In many instances, personal relationships have developed between parents and the clients for whom their children are working. In one instance, when a student's parents assumed the snow shovelling duties for their child who was ill, their senior citizen neighbor exclaimed, "I have not only inherited a child; I've inherited a whole family!"

- The Junior High benefits in many subtle ways. As students and staff become more aware of their neighbors who are senior citizens, they become involved in a meaningful way with life beyond the school walls.

- The School System benefits from the good will derived from the program, clearly an advantage as the population ages and becomes more removed from the needs and concerns of the public schools. Many seniors have been residents of the town for all of their tax paying lives, and LINKS provides the school with an opportunity to give something back to them. The effort does not go unnoticed, as some of the letters, awards, and publicity releases attest. With a large voting block of senior citizens, the political rewards may be significant as well.

Both the Superintendent of Schools and the Chairperson of the Arlington School Committee have stated that they have received more letters supporting LINKS than for any other single program during their time in office. In its first three years of operation, LINKS has received many awards, including the Council on Aging's Community Service Award, two Horace Mann Grants, and a Certificate of Recognition from Arlington Youth Consultation Services, a social service agency. The program was selected as the subject of the school department's "Educational Forum," a half hour production on local cable TV, and has been featured in a number of articles in the "Arlington Advocate," and the Massachusetts Teacher's Association Newsletter. Last year, LINKS was honored by the Massachusetts Department of Education as one of 14 Outstanding Partnership Programs in the Commonwealth.

Adopt-A-School Program
Fall River Public Schools
417 Rock Street
Fall River, MA 02720

Matthew J. Kuss, Jr.
Educational Reform
Liaison
(508) 675-8428

Type of District: Urban
Population: 80,000
Date Inaugurated: September 1984
Community Schools: 9 Elementary; 4 Middle; 1 High School
Annual Budget: 100% Private Funding

Fall River Public Schools and the Chamber of Commerce have worked together to establish an active and growing Adopt-A-School Program. By the end of 1988, there were twenty-two joint School-Business Partnerships in the program. The business community has been extremely generous with the schools, both in financial support and in the number of volunteer hours. The following are a sample of the partnerships within the Fall River Schools.

- Davol School/St. Anne's Hospital: Davol and St. Anne's have participated in several ventures since 1986. At Christmas, Davol's chorus visits various sections of the hospital to sing Christmas Carols, with the hospital cafeteria providing hot chocolate and cookies for the carolers. During "Hospital Week," several of Davol's classes tour the hospital facilities. Also, the fifth graders at the school participate in a May Career Day when they visit the hospital to learn about various careers available within a hospital setting. One major joint undertaking was a 1987 Coloring Calendar. Youngsters designed the entire calendar -- cover, art work, and calligraphy. The hospital printed the calendars and invited all those who worked on it to a luncheon at St. Anne's. All Davol students and all hopital pediatric patients received a free Coloring Calendar.

- N. B. Borden School/Aetna Life & Casualty: In 1986-87, the Aetna Foundation awarded a $4,500 grant to the N.B. Borden School. Over $2,000 worth of library books were purchased, $1,000 was used to purchase aquariums and building blocks, and approximately $1,500 was used to fund a student awards program in which students received $25 gift certificates to Toys 'R Us throughout the course of the school year. A 10-point scoring system based on academics, attendance, citizenship, conduct, effort, and improvement was used to determine the award recipients. In addition to the awards program, there is a Career Day held at Aetna specifically for 5th grade students.

- Morton Middle School/Charlton Memorial Hospital: In April 1987, a CPR demonstration was held for all 8th grade classes at Morton Middle School. This began the initial phase of the Adopt-A-School Program at Morton. In the spring, classes from Morton tour the emergency room, drug emergency, and maintenance areas of the hospital. Speakers from the hospital visit Morton to speak with staff and students on CPR, stress management, nutrition, substance abuse, cancer, and other topics of interest. Research information is made available to students who want to do projects in health science related fields. For the holiday season, Morton students' art work is displayed at the hospital.

- Westall School/Karam Financial Group: The Karam group initiated this program in 1987, by donating an Apple IIe starter program system to the school and providing three Karam staff members to assist students and staff in computer training. The partnership is based on identified needs so that, in addition to the computer, the school has received such items as new rugs for the library. When Mr. Karam was honored by the Greater Fall River Chamber of Commerce as the Outstanding Citizen for 1987, over 20 staff members from the Westall School attended the awards banquet to thank him for his efforts on their behalf.

- Talbot Middle School/Fall River Five Cents Savings Bank: This partnership provides a "banking" program at Talbot Middle School in which students learn about checking and savings accounts. Bank personnel visit the school to discuss banking and the banking industry with Talbot staff and students.

- Laurel Lake School/WSAR: Local radio station WSAR kicked off their program by participating in the school's Field Day. The station broadcast live from the school grounds and provided free balloons for students. WSAR staff visits the school to speak with students regarding the radio broadcast industry. It also provides tours to the radio studio in Somerset and allows students to "shadow" employees.

- Durfee High School Science Department/Polaroid: This partnership has a variety of activities. There is an internship program in which junior/senior students interested in the field of chemistry work on projects in the Polaroid lab under the direction and supervision of Polaroid chemists.

Ecological studies are conducted in a pond, located on company grounds, which is fed from a stream flowing from Freetown State Forest. There is also an area of land containing various forms of wildlife which is studied. The uniqueness of the whole area is the fact that it involves virgin territory as it is not open to the public. A highlight of the program is a Career Day when interested students are able to visit the facility and hear different lecturers discussing their roles at Polaroid. There is also a Speakers Bureau of chemists, engineers, and other Polaroid employees who visit classrooms as lecturers.

- Durfee High School Business Department/Tom Murray Associates: This partnership allows the high school Accounting II Class to not only have guest speakers, but also allows interested students to "shadow" CPAs, secretaries, and accountants and to use the library at the Murray Offices as a resource for tax law accounting.

- Durfee High School TV Studio/WALE: TV students "shadow" employees at this local radio station where they see firsthand talk-show preparation and commercial composition and experience "On-Air" work. Talk show hosts and other station employees speak with the students at the high school, each describing his/her own career in radio broadcasting.

Springfield School Volunteers
P.O. Box 1410
195 State Street
Springfield, MA 01102-1410

Helaine D. Sweet
Supervisor
(413) 787-7017

Type of District: Urban
Population: 160,000
Date Inaugurated: 1969
Paid Staff: 5 Full-time
Community Schools: 30 Elementary; 6 Middle; 3 High Schools; 1 Other
Annual Budget: $130,000; 70% Local, 30% Corporate Funding

Everyday hundreds of volunteers walk through the doors of Springfield's forty public schools and spend time tutoring, helping, and, in general, enriching the lives of students. Volunteers bring their life and work experiences into the classroom and share them. Funded by the Springfield Public Schools and private corporate donations and grants, the Springfield School Volunteers organization brings the many resources of the community into the schools to help meet the challenges faced by today's public school systems. The Springfield Public Schools serve over 23,000 students, approximately one-third each White, Black, and Hispanic.

With a twenty-year history of innovative and responsive programs, Springfield School Volunteers has grown from a small group of volunteers to an organization which places over 2,500 volunteers in Springfield's classrooms each year. Two volunteer boards oversee the program: the development- and program-oriented Springfield School Volunteers, Inc. and the Springfield School Volunteers Advisory Council, which acts as a liaison with the schools.

Principals and teachers request volunteers for both remedial and enrichment needs in the classroom. The Springfield School Volunteers staff, in response to these requests, develops, coordinates, and implements programs in the schools. Volunteer services range from tutors who help students on an individual basis to classroom-wide, or even system-wide, issue oriented programs such as career motivation, dropout prevention, reading and math incentives, and parental involvement. The staff may place a single volunteer to work one-on-one with a student, recruit a speaker to highlight a particular segment, or develop a program to meet an ongoing need. Each request is unique, and staff members work closely with the teacher or administrator to meet that need.

A vital segment of the program is targeted at gifted and talented students. Volunteers participate as mentors to students not only in specific subject areas, but in whatever field the student's gift lies. Committing their time and talents to work with students on a regular basis, volunteers provide a continuing role model and incentive for students to develop their gifts.

The majority of volunteers go into the schools at least once a week to work with individuals and groups of students. Committed, caring role models help students in specific subject areas. Parent, college student, and community volunteers form a support system which brings the unlimited talents, skills, and resources of the community into the schools. Senior citizen volunteers actively participate. Just as this segment of the population is increasing, so is their involvement in the educational life of students through the DOVES (Dedicated Older Volunteers in Education Service) Program. Seniors act as remedial or enrichment tutors on an ongoing basis. They participate in many of the Springfield School Volunteers developed programs. But most importantly, they are living historians who share their life experiences with students who might otherwise only read about the past in textbooks.

The corporate community is increasingly involved in all aspects of the Springfield School Volunteers program. Releasing employees from work to volunteer in the schools as tutors and mentors, companies benefit from the commitment and stimulation their employees feel as a part of the program. Companies provide financial resources as well as program input for the Springfield School Volunteers. With a stake in the product of the schools - the leaders and workers of tomorrow - companies have found it is in their interest to commit their resources to help provide the best educational environment for Springfield's students. The Business-Education Collaboration Agreement, signed in April 1990, formalizes the relationship between schools and businesses and establishes priorities for business involvement in public education.

The community/school partnership is clearly demonstrated in the innovative programs which are continually being generated and implemented. Springfield School Volunteers and Friendly Ice Cream Corporation were awarded national recognition for the Friendly Reader Program, a model for the promotion of literacy. A sample of other award winning programs includes:

- BayBank Valley Trust Company/Kiley Junior High School: This partnership with the school's Effective Schools team has resulted in an increase in average daily attendance and in grade 9 basic skills test scores.

- Digital Equipment Corporation/DeBarry School: Thirty-six employees volunteer weekly in this Massachusetts award winning partnership. The Living Math Lab has increased grade 4 math scores.

- Massachusetts Mutual Life Insurance Company/Bridge Academy and Van Sickly Junior High School: The company's partnership with Bridge Academy was the city's first such program and its continuing efforts with both schools has resulted in increases in average daily attendance and grade 9 basic skills test scores.

- Monsanto Chemical Company's Teacher Seminar Program: Monsanto's program reaches every secondary math and science teacher in the Springfield Public Schools by providing insights into the applications of technology in an industrial environment.

- Springfield Institution for Savings/Chestnut Junior High School: Thirty-six bank employees per year take part in the Adopt-A-School/Mentor Program at the school. This program, which reaches out to at-risk students, has been recognized as a national and state dropout prevention model.

- Westvaco Envelope Division/Springfield Read Aloud: Each year over 400 volunteers read aloud in English and Spanish to all students in kindergarten through fourth grade. This program was highlighted in the Read Aloud Handbook by Jim Trelease.

Each year, the Springfield School Volunteers program has grown. With the leadership of Springfield's Superintendent of Schools, the reality of the significant impact of our changing world on youth has stimulated the increasing involvement of all segments of the community in the educational process. The future direction of the Springfield School Volunteers program is clear: to continue to channel the energy, resources, commitment, and involvement of the community into the educational life of its students in order to improve public education.

Newton Community Schools Program
492 Waltham Street
West Newton, MA 02165

Phyllis Z. Phillips
Executive Director
(617) 552-7117

Type of District:	Suburban
Population:	88,000
Date Inaugurated:	1973
Paid Staff:	2 Full-time; 7 Part-time
Community Schools:	14 Elementary
Annual Budget:	$220,000

Newton Community Schools began informally in one Newton elementary school in 1967 and was officially established by a vote of the Board of Aldermen in a city ordinance in 1973. The movement began as a community based grass roots organization which was formalized by this vote and boosted by an appropriation of $10,000 in its first year.

The model used in Newton is a somewhat unusual one; it is a city/school partnership with partial funding coming from each entity in a 50/50 split. The Executive Director is a city department head reporting to the Mayor and also to a Board of Commissioners. The program was highlighted in a federally funded Department of Education publication, Community Education Proven Practices II, received a Presidential Volunteer Action Award, and is accredited by the United Way Voluntary Action Center. Newton Community Schools was also instrumental in Newton's selection as an All-American City.

The program serves all segments of the community, from toddlers to senior citizens. Approximately 600 classes are offered each year, with 5,000 residents attending the various programs. Courses are open to all, both city residents and non-residents. Not all classes are found in the catalogs; some are put together at different times during the year and are advertised on flyers which are sent home with children through the schools. A survey done a few years ago indicated that at least one-third of the city's residents had taken Community School classes at some time.

Perhaps the most unique feature of Newton Community Schools is the program's volunteer structure. Most of the program planning is done by local volunteers at each of the individual local Community School sites. The office staff provides support to the local committees, publishes the program catalog twice a year, provides public information, seeks outside funding, handles adult registration, and generally acts as trouble-shooter for the volunteers. Children's registration, program planning, and teacher recruitment are among the tasks handled by the local committees. Ideally, committees are composed of a cross-section of the community - parents, seniors, singles, men, and women.

Funding is a combination of city/school appropriation, tuition, and grants. The amount varies from year to year depending on a number of variables, but the city/school share ranges from one-third to one-half of the total budget in any given year.

New initiatives have been pursued as the times and demographics of the city have changed. Newton is a fairly affluent, middle-class suburb approximately ten miles from Boston. Housing costs are high and, increasingly, families are finding that two incomes are essential. The increasing number of working mothers has meant a shift in the types of classes being offered. Adult classes are now primarily held in the evening and there is a tendency to hold short-term classes or one-night seminars as opposed to eight- or ten-week sessions. Programming for seniors is more frequently held during the day to accommodate their desire not to be out in the evening. Child care has been added to the program and a child care coordinator, who works out of the Community Schools office, has been hired by the city.

While Newton is fairly affluent, it also has a number of linguistic minorities, many of whom are low-income and have limited proficiency in English. Therefore, Newton Community Schools began an ESL program based on a tutorial model, which proved to be successful beyond expectations. It serves approximately 200 adults a year with a combination of one-on-one tutoring and small group classes, using a variety of public and private sites in the community. The Community School Program is also constantly seeking collaborative ventures, i.e., Guest Chefs of Newton, in collaboration with Bloomingdales Department Store; Cosmos with the Museum of Science; skiing with Weston Ski Center; and pottery with the Potters' Shop.

Newton Community Schools is an atypical agency in that it is part of the school department and also part of the city. This financial and organizational structure allows a great deal of autonomy to pursue a wide variety of programs and initiatives. An adjunct to the Community Schools is the Newton Coalition for Community Education, Inc., a private, non-profit foundation which serves as the fund-raising arm of Newton Community Schools. The Coaltion has enabled Newton Community Schools to offer a multi-handicapped program for the severely retarded, a computer program in the years before the schools had computers, a Chinese school, a preschool program, and a Saturday science program among others.

Newton Community Schools' hallmark has always been high quality programming at low cost. It prides itself on being open to new ideas and on being accessible to the entire community. Newton Community Schools is an outreach arm of the City which tries to meet the needs of the community in a variety of ways and is constantly evolving and changing.

All Together Now
Uxbridge Public Schools
Taft School
16 Granite Street
Uxbridge, MA 01569

Michael B. Ronan
Superintendent of
Schools
(508) 278-5442

Type of District:	Suburban
Population:	9,200
Date Inaugurated:	August 1982
Paid Staff:	1 Full-time; 5 Part-time
Annual Budget:	$90,000

Uxbridge is a small, rural community in the Blackstone Valley, located on the historic Blackstone River Canal between Providence, Rhode Island, and Worcester, Massachusetts. In 1982, the Uxbridge School Committee voted to adopt a statement of philosophy which was based on the precepts of Community Education. The School Committee encouraged the active collaboration of the school system and the town, in order to provide quality education services to the student population and to the community at-large.

The Uxbridge program, All Together Now, features:

- A Pre-kindergarten-Grade 12 School Volunteer Program with 180 registered active volunteers trained by the school system to provide services in fifteen separate programs. These include computer volunteers, storytime readers, clerical assistants, fluoride swish program, vision and hearing screening, book distribution, child safety program, career day, bus monitors, book fairs, Christmas Store, and mentors for the gifted.
- A Community College Satellite Campus housed at Uxbridge High School which serves eleven communities in the Blackstone Valley. This, and the adult literacy program, are administered jointly by the Uxbridge Public Schools Adult Education Director and a staff person from the community college.
- An Adult Literacy Program housed in the Uxbridge Public Schools which serves the entire Blackstone Valley. The program was cited by Governor Dukakis and the Commonwealth Literacy Corporation as a model for the state. Offered in cooperation with the Commonwealth Literacy Program and a local Community College, the program employes several part-time teachers who are aided by twenty volunteers.

All Together Now serves a large population which includes 1,450 pre-kindergarten to grade 12 students and 500 adults from throughout the Blackstone Valley. Whereas areas in the Blackstone Valley have a very high rate of adult illiteracy, employment opportunities in Central Massachusetts require higher skill levels than many adults have attained. The adult literacy outreach program and the community college campus provide a convenient location for adults to obtain the training they need.

The positive effects of the program are apparent. Building principals attribute students' higher achievement scores on standardized tests in the elementary and middle schools to higher levels of parental involvement. Over forty adults received their GED in the first year of program operation. There was a 33% decrease in high school dropouts in 1989, due in part to the greater flexibility that the Literacy and Adult Education programs offer to the school district. There is also increased financial support for education, due to increased community involvement in the school system.

The literacy program has been so successful that it received the Governor's Community Builder Award for Literacy in June 1989. The award was given at the First Annual Commonwealth Literacy Group Volunteer Recognition Ceremony.

OTHER NOMINATED LOCAL PROJECTS

Northboro Public Schools Bartlett Street Northboro, MA 01532	Dennis DiSalvo Superintendent (508) 393-2478
Andover Public Schools Andover High School Shawsheen Road Andover, MA 01810	Bob King Community Education (508) 470-1700
Cambridge Public Schools 159 Thorndike Street Cambridge, MA 02141	Mary Lou McGrath (617) 498-9224
Cambridge Partnership for Public Education MIT - Room 20B-129 77 Massachusetts Avenue Cambridge, MA 02139	Alan Dyson Executive Director

MICHIGAN

CONTACTS

Michigan Association of Community and Adult Education, Henry Houseman, (517) 484-2822
Michigan Department of Education, Ken Walsh, (517) 373-8439

STATE NETWORK

The Michigan Community Education support network includes the Department of Education; the 600 member Michigan Association of Community and Adult Education (MACAE); and three universities with Community Education involvement: Michigan State University, Central Michigan University, and Eastern Michigan University. In addition, a coalition of seven organizations with community ties (Area Agencies on Aging Association/Michigan; Coordinating Council for Continuing Education; Michigan Association of Community and Adult Education; Michigan Community Development Society; Michigan Council on Learning for Adults; Michigan Department of Education) hold an annual conference to discuss pertinent issues which affect various aspects of communities statewide.

LOCAL PROJECTS

The State of Michigan has a reimbursement program which helps support Community Education positions in a total of 230 local school districts. The state allocation for this purpose is $3.12 million. During 1988-89, 451 directors or coordinators received partial salary support through this program.

MACAE has played an important role in improving Community Education. The organizational structure of MACAE includes a standing Community Education Committee which is responsible for promoting the philosophy of Community Education through a speakers bureau, a mentor program, and a resource file of exemplary Community Education programs. It is anticipated that a statewide program to promote Community Education will be in place for the 1989-90 school year with a total expenditure of $250,000 from all sources. As a result of this comprehensive statewide marketing approach, the image and awareness of Adult and Community Education will be enhanced.

Camp Nesbit - Outdoor Adventure Education
P.O. Box 218
Ewen-Trout Creek High School
Ewen, MI 49925

Lee Lindberg
Community School
Director
(906) 988-2350

Type of District:	Rural
Population:	11,500
Date Inaugurated:	May 1978
Community Schools:	8 Elementary Schools
Annual Budget:	$8,500; 100% Fundraising Activities

Outdoor Education is not a new concept. Even within this four county area, camps for elementary students were being offered by some school districts. Their organization, effectiveness, and content were typically dependent upon a single person, usually a teacher. Obviously, this meant that there was little uniformity or consistency in programs. Additionally, there was the problem of teaching hunter's and marine safety to young people, required courses if they wished to hunt or sail. Problems of scheduling, facilities, transportation, and availability of instructors were just some of the logistics that had to be overcome. The obvious solution was to bringing the students, specifically sixth graders, together for a concentrated program in outdoor safety. The place to deal with outdoor education topics is, of course, in the outdoors -- therefore a need existed for a camp experience.

Camp Nesbit Outdoor Adventure Education was developed by the Community School Directors of the seven school districts involved, with the assistance of the Michigan Department of Natural Resources, various law enforcement agencies, school administrators, and other people sympathetic to the needs of youth relative to outdoor education. This program, now in its thirteenth year, is continually looking for new ideas to improve and expand its offerings.

In addition to hunter's and marine safety training, the program includes a variety of activities like archery, trapping, field trips, water survival training, first aid, orienteering, muzzle loading, and off-road-vehicle safety. A favorite with the sixth graders is the Challenge Program which features group initiatives and a "Ropes for Confidence" course, both high and low. Stress, challenge, and discovery are the key ingredients in a productive outdoor adventure; participants learn about themselves, as individuals and as they relate to a group of peers. The Challenge Program is the highlight of a students' stay at camp.

The Porcupine Mountain Community Schools Program acts as the fiscal agent and administrator for the total program. There are seven school districts that participate each year for a total of approximately 220 sixth graders. Citizen volunteers make up the program's instructional staff. The students are divided into two groups, each spending four days at the outdoor education complex. Funding comes directly from the students who participate. They work collectively on fundraising activities to cover tuition fees.

In addition to the collaboration of the seven school districts involved, the Michigan Department of Natural Resources, the United States Forest Service, the Michigan State Police, the Ontonagon County Sheriff's Department and various Sportsmen's organizations are involved. Through their combined efforts, the program continues to thrive.

Summer Express
Frankenmuth Community School
941 East Genesee
Frankenmuth, MI 48734

Helen Dorcey
Director of Community Education
(517) 652-6351

Type of District: Suburban/Small City
Population: 7,000
Date Inaugurated: July 1986
Paid Staff: 1 Full-time; 17 Part-time (varies)
Community Schools: 1 Elementary; 1 Middle School; 1 Other
Annual Budget: $2,500

The Frankenmuth Summer Express program was developed to provide challenging and enriching activities for gifted and talented children. "Summer Express" is a play on words: "express" meaning fast - accelerated learning; "express" meaning special - limited to those who like to learn; and "express" meaning making a statement - creative arts as part of the program. The purpose was to offer some activities that needed a larger block of time and/or smaller groups than the regular classroom allowed and to offer some alternatives for youngsters who do not want to spend all their summer time on the baseball diamond.

The school district does not test, separate, or label gifted students. Therefore, it was decided that the program should be open to any child interested in what was being offered. The community is upper middle class. With a strong parochial school and a public school that does not receive any state aid, paying for education and for special programs is an accepted fact in Frankenmuth.

During its first session in 1986, there were 87 children, aged four to eleven, enrolled. Many took more than one class, so that there were 130 enrollments in the 17 classes offered in the mornings over a two week period.

The following year, the program was condensed to one week, with the day extending to the middle of the afternoon. This was done to accommodate the Living Science Foundation which was contracted to conduct a Science Day Camp. The one week schedule has proven to be popular with parents because it is easier for planning vacations.

Extending the hours made it a pretty "heavy" day of science, foreign language, and math games, so physical activities, such as karate and gymnastics, and "just for fun" classes i.e., t-shirt painting, were added. The response has been very positive.

By 1989, registrations had increased to 302, with many children taking more than one class. The program encourages this by offering discounts if there is more than one enrollment per family.

The Community Education Director, a 12-month employee of the school district, is the overall supervisor of the program. A coordinator, a certified teacher, is hired in March/April to work with the Director on the specific plans for the summer. The coordinator engages the teachers, schedules classes, obtains materials, prepares and distributes publicity, and then serves as registrar through the month of June. For the first two years, the coordinator's salary was paid by the district from its Gifted/Talented Fund. However, when the program expanded to general enrichment, this money was no longer available and the program, which has become self-supporting, now covers that cost.

The strongest feature of the project has been the enthusiasm of both the teachers and the children. Some classes have been taught by regular classroom teachers. Often, they have tried things with these small groups of eager learners which they have continued in their regular classrooms during the school year. The ideas for classes and activities have come from past participants and from discussions classroom teachers have held as they "brainstormed" suggestions.

Livonia Adult Education
Bentley Center
15100 Hubbard
Livonia, MI 48154

James Newman
Principal, Bentley Center
(313) 523-9290

Type of District:	Suburban
Population:	102,000
Date Inaugurated:	1985
Paid Staff:	48 Full-time; 75 Part-time
Community Schools:	23 Elementary; 4 Middle; 3 High Schools; 3 Others
Annual Budget:	$1.5 Million

The Bentley Center is attempting to address the problems of those populations most in need within its community -- the dropout, the unskilled, and the non-literate. Toward that end, the Livonia Adult Education Program works closely with its own district and other area high schools to provide an encouraging environment for the disenfranchised students referred to its Bentley Center. The program emphasizes a credentialed academic program leading to a high school diploma or GED certificate. The Center is also a state certified GED Test Center. There is a literacy program for basic skill instruction in reading, English, and math. This program is designed for students, graduates and non-graduates, functioning below the sixth grade level. Forty-four different nationalities are represented in English as a Second Language, a comprehensive, relevant basic skills program which includes a component of pre-vocational competency-based classes that leads to entry level employment or more advanced training.

CESC, Continuing Education for Senior Citizens, is an academic based program emphasizing relevant classes tailored for the senior citizen who desires his/her high school diploma. The Bentley Center also offers free child care services to students, job placement, a fee-based enrichment program, and personal, career, and academic counseling.

Meeting community needs is primary for Livonia Adult Education. A task force meets monthly to collaboratively examine strategies to meet the needs of students, clients, and employees. This task force is chaired by a Bentley Center staff member and meets at the Center. Members include representatives from public welfare agencies, city officials, community college faculty, business and industry personnel, and interested citizens.

Most funds are from state and federal sources via the public state school aid formula for non-graduates, post-graduates under 20, and GED students, and the Federal Adult Basic Education Act for high school graduates over 20 functioning at a basic skill level under sixth grade. Additional funds come from contracts with business and industry, rental fees to public agencies utilizing space in the building, and graduates willing to pay a fee for the academic and vocational classes.

Ishpeming-Negaunee-NICE Community Education Division
101 Pioneer Avenue
Negaunee, MI 49866

Jim Manley
Coordinator, Community Education Division
(906) 475-4173

Type of District:	Rural
Population:	27,181
Date Inaugurated:	July 1968
Paid Staff:	4 Full-time; 182 Part-time
Community Schools:	7 Elementary; 4 Middle; 3 High Schools; 1 Other
Annual Budget:	$400,000+; 60% State, 35% Local, 5% Federal Funding

Beginning in 1968, The boards of education of the Ishpeming Public School District, the Negaunee Public School District, and the NICE Community School District agreed to cooperatively sponsor an Adult High School Completion and Community Education Program. Thus, the Adult and Community Education Division was established as an equal partnership program of the three member districts. Although the program serves a large geographic area of approximately 1,600 square miles with two small cities and eight rural townships, the population of the entire area is only 27,181.

The consortium concept has several advantages. It makes available to all consortium residents the best of facilities that each district has; it avoids duplication of services; and broader offerings are possible through the combined populations of the consortium. Although one district is designated as the fiscal agent for bookkeeping purposes, the three partner districts are equal in power and the superintendent of each district serves on the Superintendents' Council which administers the Community Education program.

In addition to inter-district cooperation, interagency cooperation is stressed. The Community Education Division works cooperatively, and on a regular basis, with the Department of Social Services, Negaunee City Recreation Commission, Ishpeming City and Township Recreation Committees, the Marquette County Health and Sheriff's Departments, and various fraternal, civic, and service organizations.

The components of the cooperative program include Adult High School Completion, Adult Basic Education, Alternative Program for School Age Parents, Gifted and Talented Student Programs, Adult and Youth Enrichment, Adult and Youth Recreation, Child Care, Summer Education Program, and a comprehensive Parks and Summer Recreation Program for residents of all ages.

Upper Peninsula of Michigan Community Schools
Winter Games
Upper Peninsula Community Education Assn.
2nd and William Streets
Rudyard, MI 49780

Gary W. Davis
Assistant Director of
Community Education
(906) 478-7605

Type of District:	Rural
Population:	350,000 in the Upper Peninsula Area
Date Inaugurated:	February 1966
Community Schools:	55 Elementary; 27 Middle; 24 High Schools
Annual Budget:	$30,000; 50% Participating Districts; 40% Business/ Organization Contributions, 10% T-Shirt Sales and Dance Profits

The Upper Peninsula Community Education Association has grown from three members in 1965 to its current 36 members. The Upper Peninsula was introduced to Community Education in 1964, when Iron Mountain and Breitung Township joined hands to form the first Community Education Center. The Mott Foundation provided initial grant monies, which were matched two to one by the local school districts, for the implementation of Community Education. Additionally, Northern Michigan University has played a leadership role by assisting local schools with guidance. The Upper Peninsula has 54 school districts included within 22 Community Education units; 3 Wisconsin schools are also members of the Association.

The Upper Peninsula Community Education Association provides many opportunities for people to work together collectively to promote Community Education through meaningful local community as well as Upper Peninsula-wide educational, social, and cultural efforts. One of these is the Winter Games.

The Upper Peninsula of Michigan Community Schools Winter Games is a three-day event which brings together over 2,400 school children from Wisconsin and the Upper Peninsula of Michigan in an educational, social, recreational, and cultural living experience. It provides for competition in 10 sports and a "living-in experience" with people in the host community.

A host family "adopts" a child for the three days of the Games. It feeds, entertains, transports, and shelters the child and acts as his/her chief cheerleader at the child's sporting event. Many tears are shed after three days of "special" care as the children head back to their "other" home. Gifts of thanks, pen-pal relationships, and even re-visits to their foster homes have taken place after the Games have ended, helping to make the Upper Peninsula's over 17,000 square miles, an area larger than nine states, seem smaller.

In 1965, the first Upper Peninsula Games, a one-day summer event, was held for 201 youngsters from the communities of Iron Mountain-Kingsford, Menominee, and Gwinn. This event was followed by the first Upper Peninsula Winter Games in 1966. The Games expanded as the Community School concept grew and flourished in the Upper Peninsula and now includes 26 community teams in three divisions.

The competition for the big event centers around 10 sports and three age divisions, elementary, junior, and senior high school, for both boys and girls. Sports included are bowling, basketball, snowshoeing, table tennis, volleyball, chess, cross country skiing, figure skating, slalom skiing, and swimming. Each community provides these activities within their own Community Education Winter Program and has its own Winter Games to select a team for the Upper Peninsula Community Schools Winter Games.

It takes a year of planning for a community to host the Games. Can you imagine a bigger challenge than housing, transporting, feeding, and entertaining over 2,400 youngsters for three days? Some other areas of planning include selecting and preparing 23 separate sites for competition; designing and modifying sport rules for various age divisions; finding and assigning 150 officials, referees, judges, and scorekeepers; figuring out a schedule for 65 busses; providing emergency phone service for both home and host parents; preparing student I.D. cards, posters, maps, pamphlets, signs, and forms; arranging food for 250 volunteer workers during the days of competition; locating and reuniting "lost" parents with worried students; and, finally, tabulating results from all events for almost 1,800 awards.

Host communities even compete in combining community pride and hospitality. As one host put it, "When the children leave our community, we want them to remember us forever, with the hopes that someday they might want to come to live here." When the torch is lit to open the Games, it symbolizes the warmth, togetherness, and spirit of friendly competition and hospitality that are the Games.

Okemos Community Education
4406 North Okemos Road
Okemos, MI 48864

Ronald Z. Bacon
Director
(517) 349-2209

Type of District: Suburban
Population: 20,000
Date Inaugurated: January 1968
Paid Staff: 8 Full-time; 1 Part-time
Community Schools: 5 Elementary; 1 Middle; 1 High School
Annual Budget: $1,700,000; 98% Fee Funded

Okemos is a middle to upper middle class suburban, community. Okemos Community Education began in 1968 with local funding, rather than with the adult basic education and high school completion revenues typical in Michigan, and assistance from the Mott Foundation and Olivet College Community Center. Today, the program is self-supporting with 98 percent of its monies coming from partipant fees.

The Okemos Community Schools Program integrated itself in the total community through its delivery of education, social, and community services. It has been involved in the overall community with programming for everyone from preschoolers to senior citizens. Its prime responsibilities include physical education, outdoor education, health and substance abuse education, wellness, and facilities coordination. It's also responsible for youth and adult enrichment and recreation, senior citizen activities, child care, and extra curricular programs for special needs students.

Many of its programs have been developed cooperatively, working with local colleges, township government, the YMCA, 4H, the Cooperative Extension Service, and local churches, businesses, and service clubs. In addition to this interagency cooperation, there is strong community input. The Okemos Community Education Advisory Network (OCEAN) acts as an advisory board and is composed of representatives from service groups, senior citizens, teaching staff, parents, community members at-large, local businesses, and the Community Education staff itself.

Among the program's many features, two are particulary noteworthy, the Okemos Athletic Klub (OAKS) and the Child Care Program. OAKS was developed in 1968 as a community-based volunteer recreation program for youths grades K-8. It was designed to fill a void, as there was no municipally financed recreation program. It offers soccer, flag football, basketball, softball, and volleyball to both girls and boys, and over seventy-five percent of eligible children in the school district participate in at least one OAKS-sponsored activity. There is a twenty-two member board which organizes, administers, finances, and supervises activities. In addition to monthly meetings, during each seasonal sport the OAKS board members supervise a league within the sport, to the extent of 10 hours per week. Cooperative fundraising with local Kiwanis and Rotary Clubs provides a strong financial base allowing OAKS to keep participant fees at moderate levels. In fact, this cooperative arrangement has enabled these clubs to receive the Michigan Recreation and Parks Association community service award.

The Before- and After-School Child Care Program (B/A) was established in 1981 to meet growing needs within the community. There are B/A centers at each of the five district elementary schools, an after-school care program at the middle school, the only such program in Michigan, and a half-day care program for kindergarten students at three of the elementary schools. There is also an all-day preschool day care program and preschool enrichment program. Twenty-eight percent of elementary students K-5 are enrolled in child care, and parent paid fees, with some support from local service clubs, fund the program. The centers are directed by full-time, certified staff members, assisted by college and high school aides. As with OAKS, there is an advisory board. Members include the child care center directors, parents, community members at-large, and child care professionals.

OTHER NOMINATED LOCAL PROJECTS

Grand Rapids Community Education 2140 Braun S.E. Grand Rapids, MI 49506	Pat Cateino ESL Program (616) 246-5145
Lake Orion Community School 55 Elizabeth Street Lake Orion, MI 48038	Lisa Sokol Adult Education (313) 693-5436
Birmingham Public Schools 2436 West Lincoln Birmingham, MI 48063	Shirley Bryant Adult Education (313) 433-8444
Senior Citizen Olympics Newbury High School Newbury, MI 49878	Nancy Corl (906) 293-3282
Flint Community Schools 923 East Kearsley Street Flint, Michigan 48503	Dan Cady Community Education Program (313) 762-1211

MINNESOTA

CONTACTS

College of St. Thomas, Marilyn Kerns, (612) 647-5277, ext 5337
Minnesota Department of Education, Ellen Sushak, (612) 296-8311

STATE NETWORK

Within Minnesota there are thousands of people committed not only to a vision of what they believe community can be, but also to realizing that vision.

Community Leadership Networks: During the 1980s, communities expanded Community Education activities in order to address the effects of a changing society. Although each local program's components differ, each program is determined by a similar process--community residents envisioning what they want their community and learning systems to be and identifying community needs and resources.

State Leadership Network: Working together, the Minnesota Community Education Association, the Minnesota State Department of Education, and the state's higher education institutions provide direction, advocacy, and assistance in the evolution of Community Education. In addition, the state legislature has provided financial support in recognition of Community Education's potential to transform communities into lifelong learning systems.

National Leadership Network: Minnesota has long been recognized nationally for its contribution to the Community Education field (i.e., National Community Education Association [NCEA] Outstanding State Education Agency Award, NCEA Allied Organization Award, NCEA Letter of Merit for Outstanding Contributions, host of the 1987 NCEA Conference).

LOCAL PROJECTS

In 1989-beyond:

- There is a statewide vision for Community Education.
- 420 of the state's 433 school districts had Community Education programs.
- 376 school districts had early childhood family education programs.
- 296 school districts had adult basic education programs.
- 290 school districts had youth development plans.

- 279 school districts had youth service programs.
- 112 school districts had extended day programs.
- 54 school districts had adults with disabilities programs.
- 279 school districts had youth service programs.
- The 20th anniversary celebration for Community Education was held.
- Community Education in Minnesota has evolved into a 24-hour a day endeavor.

Community Education
School District 877
214 NE 1st Avenue
Buffalo, MN 55313

Chuck Klaassen
Community Education
Director
(612) 682-5200

Type of District: Small City
Population: 18,000
Date Inaugurated: 1971
Paid Staff: 5 Full-time; 8 Part-time
Community Schools: 4 Elementary; 1 Junior High, 1 High School
Annual Budget: $570,000; 33% Fee Funded; 35% Local, 22% State Funding

An active Community Advisory Council is the heart of Community Education in District 877, serving the communities of Buffalo, Hanover, and Montrose, an area of 160 square miles with 18,000 residents. Over the years, this Council of 15-20 people has taken very seriously its role in planning, implementing, and evaluating Community Education programs in the District. One of the real strengths of the Council has been its ability to facilitate the development of partnerships with other groups and organizations in the Community. This has led to the Blue Ribbon Senior Citizen Committee, a partnership with a local bank to foster senior citizen programs, joint sponsorship of recreation and parks programs with four different municipalities, a close working relationship with Wright County Human Services, strong community involvement in the schools, and wide-ranging programs and services for people of all ages. Programs which are sponsored or facilitated by Community Education range from early childhood family education to Adult Basic Education, Adult Continuing Education, adult general interest classes, disabled adults programs, senior citizens programs, community arts council and theater, youth development and youth service, aquatics, recreation, and community involvement with the K-12 program.

A Director of Community Education is the chief administrator for the various programs and is responsible for supervising a staff of three full-time program coordinators, one full-time secretary, and a number of part-time program personnel and support staff. The relationship between Community Education and the public schools is very close. The Community Education Director is a member of the administrative team and is directly responsible to the Superintendent of Schools. Community Education is viewed by the community as an integral part of the public school system and a Community Education Advisory Council works closely with program staff and the Board of Education on all matters regarding Community Education.

There is a broad range of community involvement in addition to the Community Education Advisory Council: a Blue Ribbon Senior Citizen Committee, the Community Action for Literacy and Learning Committee, the Opening Doors Advisory Council (Adult Handicapped), the Community Theatre Advisory Board, the Parents Communication Network, and the Early Childhood Family Education Advisory Council. The community also provides resources for K-12 classroom enrichment and there is a community-wide Community Education planning meeting involving over 100 people annually.

Inter-agency collaboration is important to many programs. These include: recreation programs with four municipalities; Opening Doors Adult Handicapped Program with four other school districts and various disability-related agencies and organizations; Adult Basic Education with Wright County Human Services, Wright County Jail, Headstart, and other area school districts; Early Childhood Family Education with Early Childhood Special Education, Wright County Human Services, Buffalo Health One Hospital, Vocational-Technical School, and Family Education Centers; and various co-sponsored community events and programs.

Local sources provide most of the funding, both from participant fees and local property taxes. State aid and other miscellaneous revenue, including donations, provide the remaining funding. Local support includes not only funding, but also facility use, as the majority of Community Education programs are located in the schools and all staff are housed there. In its continuing focus on community needs, two areas of special needs identified in the past year are family issues and drug and alcohol problems. Though these are not new areas, they continue to be identified by citizens as high priority areas; and, therefore, Community Education will continue to address them.

Quarterly catalogs, newsletters, special mailings, flyers to school children, a weekly radio program, and regular newspaper articles and advertisements are part of a comprehensive publicity/promotion effort. The public is kept well informed about Community Education in District 877.

Anoka-Hennepin Community Education Program
Anoka-Hennepin School District
2727 North Ferry Street
Anoka, MN 55303

Dennis L. Carlson
Community Education
Director
(612) 422-5326

Type of District: Suburban
Population: 140,000
Date Inaugurated: 1969
Paid Staff: 40 Full-time; 130+ Part-time
Community Schools: 26 Elementary; 6 Middle Schools
Annual Budget: $5.7 million; 44% Fee, 28% Levy, 11% Muncipal, 9% State and Federal Funding

The 160+ staff of the Anoka-Hennepin Community Education Program is committed to lifelong learning, involving people, and improving communities. Community Education offers a variety of programs for all ages, ranging from community crime prevention projects to craft classes and athletics. More than 20 citizen advisory committees are actively involved in setting the direction and planning programs for individual Community School sites as well as for the district-wide programs. These programs are provided through the school district in cooperation with the municipalities of Anoka, Blaine, Coon Rapids, Ham Lake, Andover, Dayton, Ramsey, and Champlin. The following gives an idea of the diversity of programs which are offered to meet the needs of the entire community.

- Adult Basic Education: Day and evening classes are available for those who want help in basic math, reading, and writing either in preparation for taking GED tests or for improving their job opportunities. There are also classes in English as a Second Language. Classes are offered in various community locations including schools, churches, industrial plants, and the county jails. There is an extensive volunteer program using trained volunteers to provide private tutoring to help other adults learn to read.

- Adult Handicapped: "Project Power" offers Community Education programs for adults with physical, hearing, developmental, and other disabilities. The program, sponsored by a consortium of five school districts including Anoka-Hennepin, includes programs in independent living, leisure time education, and recreation. Outings are also arranged to special events, the Minnesota Zoo, restaurants, and more.

- Adventure Plus: This program provides child care for school-age children before and after school at a number of elementary schools throughout the district. A full-day program for school-age children is available during the summer and on non-school days. Children participate in a variety of enrichment and recreational activities and special events. They are also free to participate in additional after-school Community School activities.

- Aquatics: A full aquatic program is offered at pools throughout the district. The program includes Red Cross swimming lessons for all ages, infants through senior citizens, recreational swimming, adaptive aquatics for handicapped persons, basic rescue and water safety, scuba diving, and synchronized swimming. Pools are also available to groups on a rental basis.

- Adult and Youth Athletics: The Community Education department administers and coordinates athletic activities for men and women of all ability levels and interests. Leagues are organized for football, softball, volleyball, basketball, and broomball. The department also works with various community athletic associations in coordinating youth athletic programs.

- Preschool Classes: A wide variety of classes, varying in length from one to six weeks, are offered for preschoolers throughout the year. Children can choose from arts and craft classes, general interest classes focusing on topics popular with preschoolers like dinosaurs, outer space, and nature discoveries, and physical activities such as tumbling, outdoor games, and dance.

- Parent/Child Classes: Parent and child can participate together in classes ranging from gift making and model railroading to archery and hairstyling.

- Youth Programs: A variety of enrichment and recreational activities are offered after school at elementary Community School sites throughout the district. Individual program brochures are provided by each Community School.

- Teen Program: After-school social and recreational activities for teens are offered at junior high school Community Schools. Special events such as trips and dances are also offered at the junior high sites. Regular evening activities are offered at neighborhood elementary Community Schools. The teen program has its own advisory council and newsletter. In addition to meeting the recreational needs of teens, the Community Schools are also dealing with concerns about "at-risk" youth by focusing on issues like chemical abuse and suicide prevention.

- Adult Education: Adults can choose from numerous classes offered in the broad areas of business/finance/computer, communication/language/personal growth, crafts and stitchery, foods, health/safety/wellness, hobbies and leisure, home and industrial arts, music/theater/dance, and sports and recreation.

- Key Communicator/Crime Prevention: The Community Education Department is involved in an ongoing program designed to improve communication in neighborhoods and to prevent crime. The Community Education staff organizes a network of individuals known as "key communicators" who hold informational meetings for residents of their immediate block or neighborhood to discuss issues, such as crime prevention, park facilities, stop signs and lights, parking, and other neighborhood concerns. Police department representatives meet with neighborhood groups to give tips on crime prevention and offer individual home security checks. Key communicators also pass along news of neighborhood interest to other residents in their area.

- Early Childhood/Family Education: This program offers classes, special events, discussion groups, workshops, and field trips for parents and their young children up to five years of age. The emphasis is on parents participating with their children and the program is designed to strengthen families, to help parents provide for their children's learning and development, and to help young children develop their physical, mental, and social potential. Educational services to child care providers are also provided through Early Childhood/Family Education.

- Facility Use/Special Events: The Community Education staff schedules school facility use before and after the normal school day in most elementary and secondary buildings and, throughout the year, co-sponsors or facilitates many special events, both on or off school district property, such as school carnivals, holiday parties, and health fairs. In addition, in District II, rentals are also the responsibility of the Community Education Department.

- Preschool Program: This program offers a preschool experience for three to five year-old children. Through a program of "hands on" learning and guided exploration, children build self-esteem, learn social skills, and develop a confident, positive attitude toward learning. The curriculum, designed for independent learning, is centered around units or themes like self and family, community helpers, numbers, animals, growth, spring, shapes, and feelings. Each day includes large and small group activities and guided discovery. One-, two-, and three-day per-week sessions are offered, mornings or afternoons, from September to May.

- Senior Citizen Programs/Outings: The Community Education Department oversees the operation of one senior center in the school district. It also provides a number of classes and outings especially for seniors and a monthly newsletter highlighting area club and center activities.

District 742 Community Education
628 Roosevelt Road
St. Cloud, MN 56301

Diana Kasper
Director of Community Services
(612) 251-1733

Type of District: Small City
Population: 75,000
Date Inaugurated: 1973
Paid Staff: 17 Full-time; 300 Part-time
Community Schools: 10 Elementary; 2 Junior High; 2 High Schools
Annual Budget: $1,500,000; 42% Local 40%, State and Federal Funding, 18% Fee Funded

"Connecting with Community Services" in District 742, St. Cloud, Minnesota, has many meanings. Community Services provides a wide variety of programs, classes, and activities for its residents. Some activities may meet for one session, such as a class on how to use a 35mm camera; others may involve a whole year with sessions once or twice a week.

An example of a long-term program is Project Challenge, a program for adults with disabilities and other special needs. There are sessions for integration and mobility assistance, special events, such as bowling or fishing, and even a musical chorus. As with all Community Services, interagency cooperation is the key to the success of Project Challenge. By working together, duplication of programming is avoided and resources are pooled to provide better quality. Partners for the Project Challenge programs include: Great River Regional Library, Central Minnesota Mental Health Center, St. Cloud Area YMCA, Opportunity Training Center, and area businesses.

Community Services joins forces with the St. Cloud Community Arts Council to plan and implement activities in the arts. Combined efforts have brought Children's Theatre to St. Cloud for the last three seasons as well as CLIMB Threatre which has a focus on student issues (child abuse and sexual abuse prevention).

Even area colleges and universities become partners with students. Children's Day, when students in grades 1-6 get the chance to become "college students" for a day, began seven years ago and is now an annual event at St. Cloud State University, St. John's University, and the College of Saint Benedict. At St. Cloud State University last year, elementary school students who wanted to know what makes a radio work, how plants grow, or how to speak a few words in Japanese got the chance. Some students actually produced and starred in their own television show. Others played a math game called "Zerkeling and Trading."

Health Programs are another focus with three ongoing programs, Heart at Work, Heart Treasure Chest, and Cancer Prevention Project. Heart at Work is an American Heart Association program designed to implement health promotion programs for employees. In District 742, the topics are blood pressure control, smoking cessation, nutrition, exercise, and the warning signs of a heart attack. Heart Treasure Chest, another cooperative program with the American Heart Association, involves training about the heart for all district kindergarten teachers which includes how it works, how to tell if it is healthy, and how to care for it. The St. Cloud Area Cancer Prevention Project seeks to reduce cancer by promoting collaboration in community-based cancer prevention efforts. The primary focus in reducing cancer risks are the two lifestyle factors of nutrition and tobacco use. Community Services is working with district teachers and food service personnel to provide nutrition education to reduce fat and increase fiber in the school lunch program.

The two best known health outreach activities are the Fitness Challenge and Safety Town. The Fitness Challenge involves businesses in the St. Cloud Area in competition to see which employee group can total the most aerobic points during a four-week challenge period. Safety Town is a prevention program designed to teach four to seven year-old children how to prevent accidents from occurring and how to respond to dangerous situations. Students attend two-hour sessions for two weeks. Topics include the importance of wearing seat belts and the dangers of medicines, poisons, plastic bags, fire, water, and strangers. Stories, poems, field trips, songs, and movies are all part of the fun at Safety Town.

Community Services also assists students by working with businesses to develop partnerships to enrich the classroom. Businesses are invited and encouraged to help students transfer their school-based knowledge to actual work settings. This helps students better understand future career options by allowing them to experience their learning in various settings. Business partners include Northern States Power, USA Today, law firms, and Maiers Trucking. Special speakers and events for students which emphasize chemical-free lifestyles and responsible decision making are some of the projects that link various community members and agencies, such as school social workers, counselors, Student Assistance Community, School Community Advisory Team on Alcohol/Drug Issues, County Extension, St. Cloud Police Department, St. Cloud State University, Central Minnesota Mental Health Center, and District 742 PTA Council.

Connecting and cooperating are the hallmarks of District 742 Community Services. The Director works closely with school administrators, staff, and advisory members to plan with people, not for people. Because community interests and needs change and because the staff learns from each year's experience, no year is a carbon copy of the previous year. One strength of the administrative structure is the option for program coordinators to rotate responsibilities. This helps keep energy levels and enthusiasm high. It also offers an essential annual evaluation so that some program responsibilities can expand while others may be discontinued. An Advisory Council takes a leading role in forming budget and program recommendations. Despite population shifts and location changes, people have followed the programs. The District has rented shopping center space, a boys and girls club, and a former kindergarten building to keep up with the public's support of Community Services' programs.

Funding is from a combination of sources: local levy, state aid, and tuition. Adult Literacy is funded with federal, state, county, and local monies. A special partnership for literacy involves 15 school districts, the County Jail, State Reformatory, and JOBS office. Literacy sites include the public library, the jail, the hospital, and a shopping center store.

The newest area of activity for the District, and for Minnesota, is Youth Development/Youth Service. Expanding on an effort that began eight years ago in District 742 with a Teen Board, Youth Development/Youth Service concentrates on chemical free recreation alternatives like Teen Variety Night and All Night New Year's Eve Party, community volunteer service, counseling, and outreach. This program is co-sponsored by the St. Cloud Area Boys and Girls Club, YMCA, and the City of St. Cloud.

"Working together towards a better future" is what Community Services in St. Cloud, Minnesota, is all about.

St. Louis Park Community Education
6425 West 33rd Street
St. Louis Park, MN 55426

Bridget Gothberg
Director of Community Education
(612) 925-4300, Ext. 230

Type of District:	Suburban
Population:	45,000
Date Inaugurated:	1971
Paid Staff:	30 Full-time; 50 Part-time
Community Schools:	4 Elementary; 1 Middle; 1 High School; 4 Other
Annual Budget:	$2,000,000; 58% Fee Funded; 24% Local Funding

Community Education is a joint venture of the City of St. Louis Park and the Independent School District. A formal Joint Powers Agreement was signed in 1971 to establish sponsorship of the program. A key provision of the agreement is the role of the Policy Advisory Committee, which is composed of appointed citizens, administrators, and elected officials from both the school district and the city. The program's administration is structured to provide balance. Balance between citizen involvement and professional administration is provided by the relationship between program level advisory councils and program coordinators. Balance between individual creativity and integration with district-wide policy and goals is provided by the relationship between the Director of Community Education and the program coordinators.

The major involvement of citizen initiative is provided through the advisory councils which are organized at three levels. First, there are councils concerned with specific programs, such as the Senior, Child Care, Early Childhood Family Education, Gymnastics, Aquatics, and Volunteer Programs, Business/Education Alliance, Youth Development, and Community Centers. Next, there is the city-wide Advisory Council with representatives from program councils and other groups in the community. Finally, there is the Policy Advisory Committee which recommends content and general operating policies for the Community Education program. The people who serve on

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these councils recognize their function to foster two-way communication between their neighbors and associates and the activities of the program.

Funding for Community Education began with joint contributions from the city and the school district to support leadership and with the voluntary fees paid by program participants. State, federal, and private grants and gifts have been used for special programs. The most dynamic changes in the funding pattern have been the result of state legislation which authorized optional local levies for Community Education, an option which the citizens and elected officials of St. Louis Park have chosen to use.

Although jointly funded by the city, the program is a fully integrated part of the school district and the Director of Community Education is a member of the Superintendent's Executive Committee. The program itself encompasses fourteen groups of activities, each of which is guided through a process of goal setting, suggestion, review, discussion, and recommendations involving the Director, key staff, the appropriate program advisory council, and the city-wide Advisory Council. Key staff include an Assistant Director and coordinators for Adult & Youth Enrichment, Senior Citizens, Aquatics, Gymnastics, Volunteers, Adult Basic Education, Early Childhood Family Education, Handicapped Adults, and Child Care.

The City of St. Louis Park is a first ring suburb adjacent to Minneapolis, with only ten percent of its population being school-age children. Community Education's programs attempt to reach the entire community and focus around a wide variety of low cost classes and services offered in community centers throughout the city. Class topics include cooking, design, visual arts, music, needlecraft, home care, hobbies, pet care, business, personal finance, health and wellness, languages, computers, swimming, parenting, and exercise. There are also college courses and adult classes leading to a high school equivalency degree. In addition to classes, there are tour groups, adult lap swimming, family swim nights, and basketball. There are also special youth classes, activities, and field trips held after school, in the early evening, and on school release days. Other special opportunities include a community band and a club for mentally handicapped mainstreamed young adults.

All residents receive a brochure in the mail quarterly which gives specific details on Community Education offerings. Most of these are included in the following six areas:

- Family Education and Parenting: St. Louis Park has an Early Childhood Family Education program for families with children from birth to kindergarten age. An important aspect is that parents enroll with their children. For children, this means being with other children the same age, having a place to have fun and explore, and having certified and caring teachers. For parents, there are new ideas to share and suggestions for handling possible problem areas, such as anger, bedtime, and mealtime. Most importantly, for parents, there is a place to enjoy their children. Another program, Creative Play for Little People, offers a unique nursery school experience for parents and children. The goal is to establish positive social development and a more personal approach to a child's preschool learning readiness.

- Senior Program: Open to all residents over 55 years of age, activities include educational, social, and recreational programs, such as art classes, exercise, music and dance groups, and trips. Many volunteer opportunities are also available. The Senior Special Services Department offers: information and referral; chemical dependency counseling; support groups; Grandparenting in the Schools; telephone peer counseling; Park Call-In Program for isolated seniors; monthly health screenings; and seminars on human services and health issues. There is also group dining and tax, legal, and energy assistance.

- Adult Basic Education: Jointly sponsored by the West Suburban School District of Hopkins, Minnetonka, and St. Louis Park, these programs are designed to assist people to prepare for their future goals. GED classes are open to any person over 19 years of age who has not completed high school and is not currently enrolled. Individualized instruction is provided in the five basic skills areas: English, social studies, natural science, literature, and math.

- English As A Second Language: ESL is for new adult immigrants who wish to learn or improve their ability in English conversation, pronunciation, grammar, spelling, and reading. Counseling services are available to assist foreign-born students in obtaining class placement, citizenship, information, and referrals to other agencies.

- Colleges and Universities: In cooperation with local universities and community colleges, St. Louis Park Community Education offers university credit courses year-round at St. Louis Park.

- Child Care: Quality child care is available through Community Education. Full-time preschool child care is available in three locations for children ages 2-1/2 through kindergarten. Trained, caring teachers provide an atmosphere that encourages creativity, builds self-confidence, and helps children learn to get along with others. Park Superkids, a recreational and enrichment program designed to help children develop their talents and interests, is available for those in kindergarten through sixth grade. It provides before- and after-school care, as well as full-day programs for school release days and during the summer.

As John Rogers, a member of the Board of Education, has said, "St. Louis Park's Community Education means to me that this community understands the essence of education. We understand that learning takes many forms and can be accomplished in many ways, and we understand that education is a lifelong journey that becomes part of life rather than a proximate goal."

Waseca Community Education
501 East Elm Avenue
Waseca, MN 56093

John Jensen
Community Education
Director
(507) 835-5626

Type of District:	Small City/Rural
Population:	11,830
Date Inaugurated:	April 1972
Paid Staff:	4 Full-time; 4 Part-time
Community Schools:	2 Elementary; 1 Middle; 1 High School, 1 Family Education Center
Annual Budget:	$670,000

Waseca Community Education is a joint effort of the Waseca Public School District and the City of Waseca to meet the needs of local citizens. A written joint powers agreement allows for the maximum use of public facilities, joint funding of program services, and the elimination of duplication of efforts. The Community Education Director is a member of both the school and city administrative teams. By being included in both administrative groups, the Director has direct access to many different key people in both systems. This level of recognition also is helpful when working with other community groups and agencies.

Each governmental unit appoints nine members to serve on an eighteen member Community Education Advisory Council to guide the Community Education process and program. The Advisory Council is given full authority to recommend needed programs and is encouraged to stay on the "cutting edge of change." An important function of the Council is to recommend an operating budget which outlines the level of funding needed from the School District Community Education levies, City of Waseca general revenue dollars, state aid available, and projected fees and miscellaneous revenues available to the program. The Advisory Council is one of a number of citizen involvement initiatives and opportunities. Others include the Early Childhood Family Education Advisory Council, Parent Communication Network, Youth Development Task Force, and Youth Councils.

Interagency collaboration efforts are constantly in process in Waseca. Examples include:

- Quarterly Brochure: Community Education, the University of Minnesota, the City of Waseca, the library system, Waseca Hospital, and other agencies jointly advertise their classes, programs, and activities in a common brochures.
- Youth Service Leadership Class: This collaborative effort, which has been in effect since 1986, allows for the school district to pay for the cost of the instructor while Community Education assists with training and workshop expenses for students. The Youth Leadership Class has received a number of state awards, has been reviewed by hundreds of school districts, and has been a model for the state and the nation.

- Social Service Programs: Community Education has been working closely with the Waseca County Social Services Department in providing special parent education classes, adult basic education classes, and school-age child care programs. There is also a scholarship program to allow needy families the opportunity to participate in Community Education programs.

- Intergovernmental Meetings: Waseca Community Education hosts six intergovernmental meetings each year so that common problems and issues can be discussed. These meetings include city, county, school, university, civic, and other related groups.

Community Education also works very closely with school administrators as it uses all public school buildings in its day to day programming. With the growth of the Youth Development program, Community Education has become more and more involved in the area of youth service, youth leadership projects, and alternative activity programming for youth.

Because of the strong support given by the City Council, School Board, and community at-large, Community Education has been able to make positive changes in Waseca. It has strong Early Childhood Family Education, Parent Involvement, Youth Development, Adult with Disabilities, Adult Basic Education, and Extended Day programs. Other programs designed to meet the expressed needs of local citizens include adult and youth enrichment, scheduling of school facilities, adaptive youth recreation program, adult and youth recreation, parent education, and a school district newsletter. Waseca is proud of its Community Education achievements and is constantly looking at how issues and problems can be solved.

OTHER NOMINATED LOCAL PROJECTS

Bloomington
8900 Portland Avenue
Bloomington, MN 55420

Jim Stewart
(612) 887-9224
Type of District: Urban

Caledonia
West Main Street
Caledonia, MN 55921

Patt Guth
(507) 724-5139
Type of District: Rural

Chaska School District
1700 Chestnut Street
Chaska, MN 55318

Susan Dickman
Director of Community Education
(612) 448-8620
Type of District: Suburban

Bemidji School District
15th Street & Beltrami Avenue
Bemidji, MN 56601

Robert Wagner
Director of Community Education
(218) 751-2160
Type of District: Small City

MISSISSIPPI

CONTACT

University of Southern Mississippi, William Hetrick, (601) 266-4578

SUPPORT NETWORK

The primary Community Education support network in Mississippi includes the University of Southern Mississippi, the Mississippi Community Education Association and the State Department of Education.

University of Southern Mississippi's Center for Community Education assists districts interested in starting Community Education; sponsors awareness workshops; and offers graduate classes in Community Education plus training for practicing directors.

The Mississippi Community Education Association (MCEA) has helped build a base of support among school administrators statewide.

The State Department of Education has designated a Director of External Affairs to work with the Center and MCEA in promoting Community Education. In addition, the state superintendent is interested in activating a State Advisory Council for Community Education.

LOCAL PROJECTS

Presently, the state rates 20 of its 153 school districts as having "good" Community Education efforts, each employing a Community Education director. In addition, there are another eight to ten districts that have Community Education activities, but not a person designated as responsible for its development. Also, a number of community colleges are actively involved in Community Education.

Community Education Program
Rankin County School District
P.O. Box 697
Brandon, MS 39043

Nancy New
Community Education
Director
(601) 825-5590

Type of District:	Urban and Rural
Population:	85,000
Date Inaugurat[illegible]	1981
Paid Staff:	5 Full-time; 126 Part-time
Community Schools:	3 Elementary; 3 Middle; 8 High Schools; 3 Other
Annual Budget:	$136,000

The Rankin County School District Community Education Program was recognized as the first county-wide Community Education program in the state of Mississippi. The county itself is the sixth largest in the state, and third fastest growing. It is estimated that, by the year 2000, the county will double in population to 170,000. Community Education in Rankin County serves a diverse population, ranging from those who are very urban and affluent to those very rural and poor.

The Community Education program is funded by the State Department of Education, local school district, JTPA, grants, donations, and self-supporting classes. Administratively, the Community Education Director is under the direct supervision of the Superintendent of Education and the Rankin County School Board. There is a very active Adult Education/Literacy Council and a Community Education Council both of which act as liaisons between the community and the school district and which offer advice and support to the program.

The strongest feature of the Rankin County Community Education Program is its diversity. By satelliting programs in the schools throughout this large county, the Community Education program has developed a special relationship with each area. Many school staff members teach classes or volunteer time to the program. As needs are identified, Community Education works to fulfill them. By offering programs that meet the needs of its citizens, Community Education affects the lives of people of all ages. Basic literacy is offered to the 31% of the population identified as illiterate; English as a Second Language is offered to the migrant farmers, Vietnamese refugees, and local workers holding green cards; Adult Basic Education is offered in schools throughout the county and at work sites to improve educational or job skills; the Extended Day Enrichment Program is provided for working parents who desire safe educational activities for their children; adult vocational classes increase students' job-marketing skills; art-in-residency programs expand the cultural horizons of students; the GED testing center provides encouragement for adults seeking their high school equivalency diploma; and the diversified enrichment classes encourage adults to participate in and enjoy many activities while making greater use of school facilities.

Because of the innovative approaches to solving community needs, the Rankin County program has been a leader in the state of Mississippi in implementing new and far-reaching initiatives. As such, it was chosen as the first site in the state for a school-based enterprise program designed to provide new and enriching experiences for rural high school students.

Cited as one of the three model programs in the state, the Rankin County Adult Literacy Program participated in the statewide Gannett Grant by developing and implementing a life-coping skills curriculum for students who are completing the literacy program. This innovative curriculum helped students "bridge the gap" between one-on-one literacy instruction and Adult Basic Education classes. In 1987, one of Community Education's adult students was named as one of seven outstanding adult learners in the nation and was honored in Washington, D.C. The Adult Education Supervisor was named the Outstanding Adult Educator for the State of Mississippi for

1989. In May 1990, Nancy New was named the National Administrator of the Year in Adult Basic Education by the Commission of Adult Basic Education (ACCE).

The Arts-in-Residency Program, sponsored by the Mississippi Arts Commission and implemented in two local elementary schools, offers special artistic instruction by a professional artist. This ten week course exposes students, teachers, parents, and the community to the benefits of creative expression. Each community involved has sponsored the project through donations and artistic displays.

Working closely with area agencies has helped the Community Education Program become a viable commodity. By working with Mississippi State Hospital and Rankin County Correctional Facility, programs have been established to educate the institutionalized population; by working with the welfare office, employment service, and health departments, referrals have been directed into literacy, adult education, GED preparatory, or vocational education classes; and by working with the local community college, training classes have been offered to benefit students who graduate from the programs. Local business leaders have cooperated by making space available on site to offer classes and tutoring for their employees. And, Community Education has also worked in conjunction with an area retailer and utility company to display and promote all aspects of the program.

By offering a variety of services to its citizens, the Rankin County Community Education Program has become an integral part of the education process of Rankin County. Its success may be noted in the overwhelming support shown by area residents when they passed two school-related bond issues in the 1980s.

OTHER NOMINATE LOCAL PROJECT

Gulfport School District
130 Darran Street
Gulfport, MS 39502

Dr. Norris Williams
(601) 656-4668 or 865-4669
Type of District: Small City

MISSOURI

CONTACTS

Missouri State Department of Elementary and Secondary Education, Harry Kujath, (314) 751-2571
University of Missouri-St. Louis, Everette Nance, (314) 553-5746

STATE NETWORK

The present Missouri Community Education network is somewhat fragmented, but becoming stronger each year. Support for the network comes from the State Director of Community Education. However, other groups have been actively involved during the past year, a 36 member State Advisory Council for Community Education developed the state plan; the state association conducts an annual conference and provides needed support; and the Midwest Community Education Center provides both expertise and support.

LOCAL PROJECTS

Of the 545 school districts in the state, 141 schools have Community Education programs. The strength and depth of local programs and activities range from local districts that provide responses to any type of need requested by the community, to those districts that merely open the gym for community use on the weekend.

College Credit at Lake Area School
Lake Area Vocational School
P.O. Box 1409
Camdenton, MO 65020

Jim Dinsdale
Adult/Community
Education Coordinator
(314) 346-4260

Type of District:	Rural
Population:	24,000
Date Inaugurated:	Fall 1983
Community Schools:	4 Elementary; 1 Middle; 1 High School

In 1983, the Community Education Program at Lake Area Vocational School began a satellite link with State Fair Community College from Sedalia, Missouri, to offer general education classes. These classes are offered Monday through Thursday evenings and serve approximately 200 people each semester. The satellite progrm has grown from a beginning program with five classes to one which now offers thirty classes each semester and serves the entire lake area.

What makes this program unique in the State of Missouri is that it is the only Community Education program that works so closely with a community college. All of the instructors for classes are from the local school district and have been approved by the State Fair Community College Board of Directors. The program serves the needs and interests of area residents and provides them the opportunity to attend college while still continuing to work at their regular jobs.

Rockwood Community Education Program
Rockwood School District
111 East North Street
Eureka, MO 63025

Dr. Vincent A. Vento
Assistant Superintendent
for Community Education
(314) 587-2531, Ext.73/74

Type of District:	Suburban
Population:	75,000
Date Inaugurated:	1973
Paid Staff:	3 Full-time; 350 Part-time
Community Schools:	16 Elementary; 4 Middle; 2 High Schools
Annual Budget:	$1,027,000; 72% Local Funding

The Rockwood program has been in existence for almost twenty years and each succeeding year brings greater community participation. The program is built on the mutually interdependent relationship and fundamental linkage between the school and the community. The aim of the model is to continually strengthen this interrelationship, and it embraces the following components: interagency cooperation, lifelong learning experiences, maximum use of facilities, open system, and articulation with the K-12 program.

Through interagency cooperation, the delivery of services is enhanced and duplication of effort is avoided. As an example, there is a summer day camp program in the City of Eureka. The City provides park facilities and some funding, and the Rockwood School District administers the program.

Learning is a lifelong process beginning and ending with life itself. With this philosophical approach, the traditional K-12 curriculum is only one part of the whole, one facet of the lifelong learning quest. In the Rockwood Program, a multitude of learning activities are offered during the day, evenings, weekdays, weekends, and after school, all in an attempt to satisfy the desire of individuals who wish to actively participate in the lifelong learning process. In 1989, a total of 16,371 participants were involved in these various activities.

All schools in the Rockwood School District are utilized for Community Education. Swimming pools, theatres, cafeterias, athletic fields, and classrooms are in constant use by the community. The accessibility of facilities has given participants a pride of ownership. In the 1988-89 fiscal year, over 49,000 people used District facilities during times when school was not in session.

Traditionally, schools have been bureaucratic in nature and thus have been viewed as a "closed system," lacking any interaction with their environment, i.e. the community. Community Education acts to change that and serves as a vehicle toward establishing an effective open system organizational structure. Through the "process" of Community Education, the flow of communication between the community and the schools is constant. One aspect of this is the advisory council which serves to identify community needs which are then addressed through activities sponsored by the Community Education program in the Community Schools. Child care and senior citizen activities were areas of identified needs. Community Education responded with the creation of a program called "Adventure Club," which now enrolls 670 school-age children, and with the implementation of the "Lafayette Older Adults Program," which serves the social needs of older residents.

Community Education is tied to the K-12 program through its Partners in Education Program. This program is designed to impact curriculum and to make learning more relevant and meaningful to students. Its thrust is to create a resource pool which acts as a support service, providing curriculum-relevant enrichment through the use of community resources. In 1989, the program included 819 activities.

The Rockwood Community Education Program is self-supporting, primarily financed by local monies. Rockwood has a community based philosophy of education. The Superintendent of Schools is the educational leader of the district-wide community and the school administrators are the educational leaders within their local communities. Community Education is administered by the Assistant Superintendent of Community Education. This rank enables Community Education representation on the Superintendent's Cabinet, thereby providing a direct link between the community and the Superintendent. The Assistant Superintendent for Community Education can convey the concerns of the community by having direct access to the Superintendent.

Rockwood School District is proud of its program, has received strong support from the local community, and was the recipient of the National Community Education Association's Outstanding Organization Award in 1984.

Independence, Missouri Community Education
3301 South Noland Road
Independence, MO 64055

Lawrence J. Cook
Director
Community Education
(816) 833-3220

Type of District: Suburban
Population: 125,000
Date Inaugurated: November 1964
Paid Staff: 4 Full-time; 140 Part-time
Community Schools: 13 Elementary; 2 Middle; 2 High Schools; 2 Other
Annual Budget: $300,000; 80% Fee Funded

On November 12, 1963, the Independence Board of Education approved the plan to offer Adult Education classes in district schools. Thirty-five classes were initially scheduled and an advisory committee of twelve people was selected. The basic philosophy put forth at that time was to provide opportunities for: general self-improvement, on-the-job advancement training, preparation for new jobs, and occupying leisure time advantageously. In October of the following year, the Board approved a plan for Community Education which was designed to encourage civic groups and individual citizens to participate in planning and assisting in enriching community life.

Since that time, Community Education has worked to provide a means of communication, a channel for disseminating and interpreting information to the entire community regarding Community School projects, and to develop a "sense of community" for discovering and recognizing problems. It has provided classes and activities for all age groups.

Independence is an area with a fairly young and educated population. The median age is 32.5; 71.2% of residents are high school graduates; and the median household income is $29,101. Of the 11,200 K-12 students, only 13% are on the free lunch program.

The Director of Community Education reports to the Deputy Superintendent of Schools and maintains an open relationship with other agencies in the community, such as the Independence Interagency Council; the Y.M.C.A.; the Independence Parks and Recreation, Health, and Police Departments; the Independence Chamber of Commerce; the Small Business Administration; and the University of Missouri Extension Service. Funding consists of local program fees and vocational monies for training and supervision, along with special project grants.

Community Education offers programs that are of service to the entire community but are too great an undertaking for any single organization or individual. New ideas for programs are constantly sought through brochures mailed to every home in the community and through various committees and organizations.

For the past seven years, Community Education has been training people on computers, both in open classes and in programs to train the employees of various companies. There is an Early Bird Elementary Foreign Language program which is offered before and after school. This program is designed to teach fourth, fifth, and sixth grade students the basics of a foreign language, such as Spanish, Japanese, and French. In cooperation with the Independence Police Department, Community Education is presenting programs on rape prevention and on the use of firearms, and offering classes in home security and retail loss prevention.

Classes have been designed for students in the 21st Century Child Care program. Programs have been developed for training instructors and staff in C.P.R. and First Aid. For the past eight years, all sixth grade students have participated in a Spring Track and Field Day with over 700 students and parents involved. As a result of an educational study conducted by the Independence Chamber of Commerce, Community Education initiated college credit classes through Central Missouri State University, University of Missouri-Kansas City, and the American Institute of Banking.

In all, Community Education offers 175 classes and programs which include many activities and services, including adult basic education, literacy, senior programs, neighborhood council, health occupations, driver's education, school volunteers, tourism, and college and university credit programs and classes. It offers continuing education classes for renewal of certification for Real Estate professionals, athletic events, both day and evening enrichment classes, financial fairs, Super Saturday classes, Independence Music and Art classes, Parents as Teachers, Head Start, New Perspectives, computer training, customized training for business and industry, home living and language classes, Sister City Japanese, hunting and conservation classes, boat safety, Independence history classes, tours, balancing work and family, Fire Department training, Food Services Sanitation classes, and Project Reach, serving some 15,000 plus persons. These activities include many community people, both those participating in the classes and the many volunteers who teach classes and share their interests and skills.

Adult/Community Education Program
Northwest Missouri Area Technical School
1515 South Munn Avenue
Maryville, MO 64468

Muriel Zimmerman
Adult/Community
Education Coordinator
(816) 582-8311

Type of District:	Small City
Population:	20,800
Date Inaugurated:	1982
Paid Staff:	3 Full-time; 78 Part-time
Community Schools:	1 Elementary; 1 Middle; 14 High Schools
Annual Budget:	$700,000

The Adult/Community Education Program at Northwest Missouri Area Technical School provides educational, recreational, and vocational opportunities for all citizens of the five county community area. Preschoolers to older adults utilize its facilities year-around and as many hours a day as there is an interest to be served. The program is financed by class fees with state funding providing 70% of the cost of vocational classes and the salaries of the coordinator and supervisor. Classes are offered in all cooperating school districts, as well as in other northwest Missouri school districts not offering Adult/Community Education programs. Coordinating efforts include using school facilities at all sites; advertising Parents as First Teacher Programs for all districts in the Adult/Community Education brochures; scheduling satellite teleconferences for all interested school districts; and serving on area advisory committees.

The area is rural, and Maryville, with a population of 10,000, is the largest town and trade center for northwest Missouri. Students drive from all of Northwest Missouri, southwest Iowa, and southeast Nebraska for classes. Northwest Missouri itself is growing as an industrial base, with meat packing, automotive parts, batteries, diaper products, motorcycle motors, business forms, and steel products being produced, and it has the lowest unemployment rate in the state.

Flexibility in scheduling classes in Maryville and fourteen outlying school districts has been a strong feature of the Community Education program. Community needs assessments have been conducted to identify needs and interests. Classes are offered in local communities, rather than having all students driving to Maryville. Approximately 100 classes are offered each semester with 3,000 students enrolled each year. Only five years ago, there were 20 classes with 200 students enrolled!

The active use of an advisory committee has been instrumental in developing training programs to meet the needs of employees in northwest Missouri. Competency-based customized training classes are provided for employees of eight industries in a five-county area, with classes offered from 8 a.m. to 10 p.m. six days a week serving 625 people. In fact, Adult/Community Education was the recipient of an interagency award at the Governors JTPA Conference in 1988 for its Outstanding Contribution in a customized training program.

The rural economic crisis has had a definite impact on Adult/Community Education programs. From 60 to 70% of employees entering industry have agricultural backgrounds and have never worked in industry before. Approximately 400 area adults are involved in basic skills training. Therefore, programming addresses work attitudes and skill training as well as math brush-up classes and development of job readiness skills.

Networking with area agencies and resources has resulted in the development and implementation of customized training classes, a pre-employment job readiness center, satellite ABE classes, a before- and after-school child care program, retail training with the Chamber of Commerce, and satellite in-service training and teleconferences with other school districts. The following are some of the more outstanding interagency collaborative efforts.

- SACC, School-age Child Care Program, provides community-based before- and after-school care. A coordinated effort by Maryville Public Schools, Horace Mann School at Northwest Missouri State University, and St. Gregory Barbarigo School, it received a state grant for implementation.

- LIFT, Literacy Investment for Tomorrow-Missouri, received one of eight statewide grants for literacy training and includes interagency networking with the Regional Council of Governments, Community Services, Adult Basic Education, Job Employment Services, and with the Adult/Community Education Program to develop a job readiness employment center.

- Neighbors Helping Neighbors is a multi-agency approach to disseminating information to assist rural families in identifying programs and resources. The program involves the joint efforts of Family Guidance Service, Missouri Cooperative Extension Service, Legal Aid, Interfaith Coalitions, Northwest Partnerships, Missouri Farms, and Northwest Missouri Area Technical School.

- New Perspectives is a single parent/displaced homemaker project for 15 counties in northwest Missouri.
- The Adult/Community Education brochure promotes other adult/community programs in northwest Missouri, including health care facilities. Community Services, Missouri Cooperative Extension Service, and the Regional Council of Governments are involved in the publication.
- Parent-Child Sex Education is a nationally recognized program of classes involving Family Guidance, Adult/Community Education, and area schools.

OTHER NOMINATED LOCAL PROJECT

Northgate Community Education Center
North Kansas City School District
2117 N.E. 48th Street
Kansas City, MO 64118

Diane McClain
Director of Adult & Community Education
(816) 453-2250
Type of District: Urban

MONTANA

CONTACTS

Montana Association for Adult/Community Education, Harley Ruff, (406) 278-5621
Montana Office of Public Instruction, Kathleen Mollohan, (406) 444-4423
Montana State University, Gloria Gregg, (406) 994-6984

STATE NETWORK

The Community Education network includes three major groups.

The Community Partnership Office in the Montana Office of Public Instruction is responsible for partnership activities which involve the community and education, i.e., youth at-risk, adult literacy, alternate funding for schools, school-business partnerships, and school-to-work transition.

The Montana State University Center for Community School Development and Field Services provides information, technical assistance, and training to develop Community Education and Community Schools in the state.

The Montana Association for Adult and Community Education (MAACE) works to further the concept of education as a process which continues throughout one's life; to coordinate the activities of interested organizations and/or individuals; and to promote and develop Adult and Community Education by providing training opportunities for professional and nonprofessional educators.

LOCAL PROJECTS

Since the Office of Public Instruction (OPI) and the Center for Community School Development and Field Services began promoting Community Education development, 20 school districts have become involved in programs. In addition, Montana's three publicly supported community colleges have implemented comprehensive programs. A 1986 questionnaire to all school district superintendents yielded the following information about Community Education activities:

- Types of community involvement: advisory councils; school volunteer programs; school/business partnerships; and use of community resources in the classroom.
- Specific programs: high school completion; adult enrichment; vocational courses for adults; recreation for adults; enrichment for school-age youth; school-age child care; and preschool programs.

- Organizations and agencies making use of school facilities: scouts; 4-H; Cooperative Extension; school services; service clubs; church groups; and parks/recreation.

Forsyth Community Education
Forsyth High School
P.O. Box 319
Forsyth, MT 59327

Rita Martens
Community Education
Director
(406) 356-2705

Type of District:	Rural
Population:	2,500
Date Inaugurated:	September 1980
Paid Staff:	1 Part-time
Annual Budget:	$25,000

The greatest asset that Community Education has to offer in the little town of Forsyth is its ability to coordinate the efforts of service providers. As in any rural community of less than 3,000 people, it is difficult to accomplish anything of value if one organization attempts to do it by itself. However, it is amazing what can be done if several organizations use their resources together.

Forsyth's Community Education is based in the school system and receives its operating monies from a permissive mill which can be levied by the school board, fees for the adult enrichment classes, fees for summer tutoring of school-age children, and support from the school district itself. The Community Education director then acts as the school's liaison with other community organizations, such as the Chamber of Commerce, public health agencies, service organizations, and school-related organizations.

Some examples of the accomplishments produced by this type of cooperation with Community Education are: parenting classes co-sponsored by Mental Health, Public Health Nurse, and PTSA; a day-long Health Fair co-sponsored by the Rosebud Community Hospital; literacy referrals and tutoring co-sponsored by Mental Health and the Rosebud Literacy Council; and Sounding Boards for each of the schools. Co-sponsored by the PTSA, these Boards serve as the Community Education advisory boards.

Another development that has had a major impact on the life of the Forsyth community is the effective use of school buildings outside of school hours. Forsyth has four new school buildings: an elementary, middle, and high school, and an administration-music-shop building. These buildings may be open from 7:00 a.m. until 10:00 p.m. on most week days, and are often in use for many hours on the week-ends. The Community Education director is in charge of scheduling for all facilities and, over an eight month period, records indicated that over 10,000 people passed through these schools, after hours, in non-school related activities. Facilities are used for adult education classes, community organizations activities, and the "extra" after-school classes for school-age children, such as hunter's safety, gymnastics, dance, and aerobic classes.

Adult education is a major component of Community Education in Forsyth and includes such things as GED completion classes, college credit courses, and literacy tutoring, as well as all the adult enrichment classes, such as computers, woodworking, cooking, aerobics, music, and financial seminars.

Community Activities & Education Program	**Joel Hardy**
621 West 8th Street	**Coordinator**
Hardin, MT 59034	**(406) 665-2346**

Type of District:	Rural
Population:	10,000
Date Inaugurated:	July 1981
Paid Staff:	1 Full-time; 2 Part-time
Community Schools:	3 Elementary; 2 Middle; 1 High School
Annual Budget:	$70,380; 76% Local Funding

The Community Activities and Education Program of Hardin, Montana, strives to meet the needs of a very diversified community through cooperation of many different groups. Located in southeastern Montana near the Crow and the Northern Cheyenne Indian Reservations, Hardin's population is approximately 45% Indian and 55% non-Indian, primarily Anglo and Hispanic.

Because Indian reservations are considered separate nations, it is necessary to provide courses which meet the needs of a sometimes very different culture. In the past, the Community Activities and Education Program has offered such ethnic courses as Indian Law and Indian Leasing-Contracts and Agreements. The program also strives to offer opportunities for cultural interaction so different population groups may become better acquainted.

Another unique aspect of the program is the relationships which were created in order to fund it. An inter-local agreement between School District 17H & 1, the City of Hardin, and Big Horn County provides a funding source that is adequate to operate an effective program, while at the same time does not place too great a financial burden on any one group. Funding also is provided by the Montana State Office of Public Instruction for operating the Adult Basic Education Program.

Probably the strongest feature of the program is the acceptance it receives from the community. This acceptance allows it to become involved in activities ranging from Little League Baseball to sitting on a Community Development Block Grant Task Force.

The program is administered by a full-time coordinator and a half-time assistant. The coordinator is in charge of the adult programs which include Adult Basic Education and Community Education. The assistant coordinator is in charge of the recreational

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program for the community's youths which involves working with local youth organizations and conducting summer classes and activities.

The ABE program, which is supported through district and state contributions, is conducted by one instructor assisted by a volunteer staff, and is advised by a board of volunteers representing the school district, the city, and the county. Non-credit Community Education courses are conducted by both contracted instructors and volunteers. In addition to the previously mentioned Indian oriented courses, class topics include health and well-being, entrepreneurship, arts and crafts, and personal improvement.

A major goal of the Community Activities and Education Program is to provide courses which are not only recreational and entertaining, but which also provide a means for individuals to improve themselves and in turn improve their community. An example of the program's efforts to help individuals and the community is a nurse's aide certification course which is conducted in cooperation with the local hospital and nursing home. Through this program, Community Activities and Education is able to provide residents with the opportunity for employment, while at the same time filling a need in the medical community.

Community Activities and Education's efforts are enhanced by the open relationship it has with the school district. The philosophy of the board of trustees is that the district is the overseer of that which belongs to the community and the district's policy is to make its resources and facilities as available as possible to the people who have paid for them. To this end, the Community Activities and Education Program is given the responsibility for accessibility and has been mandated by the board to open the doors of the classrooms to the public. In short, what makes the Community Activities and Education Program exemplary is the cooperation and support provided by the community.

Community Education Center
215 7th Avenue South
Lewistown, MT 59457

Barbara Conrad
Director
Community Education
(406) 538-8777

Type of District: Small City; Rural
Population: 12,000
Date Inaugurated: Summer 1988
Paid Staff: 2 Part-time
Community Schools: 9 Elementary; 1 Middle; 1 High School
Annual Budget: $49,700

The Community Education Office of Lewistown, Montana, is an example of coordinated effort on behalf of a variety of institutions, agencies, and private groups. As a somewhat isolated community, 100 miles to the nearest population center the same size or larger, Lewistown finds itself dependent on its own resources in many ways. The creation of the Community Education Office in the summer of 1988 was an outgrowth of work by several groups in the hopes of unifying adult and non-traditional education endeavors for both the 7,000 residents of the town and the additional 5,000 in its service area. This broad interpretation of Community Education was a new idea to the area, but was required by the need to organize a variety of educational experiences.

A demographic study of the area would show a population of about 12,000, dependent on agri-business and its related support concerns. Geographically located at the center of the state, in rolling fields to forested mountains, it is an area of large wild game and fishing resources. The 1980 census showed an almost exclusively white population with a 12th grade education level. There were only 20 hispanic and 3 black residents. As with the rest of Montana, the community is strongly Catholic. There is one major cultural minority, the Hutterite Colonies with 300 members who live rather apart from the rest of the community.

In Lewistown, Community Education is sponsored by the local school district and a private non-profit group, Educational Opportunities for Central Montana, whose mission is to bring post-secondary education courses to the area. Like many areas in Montana, Lewistown is two to three hours driving time from vocational schools, colleges, and universities.

The Community Education staff includes a three-quarter time director and a one-quarter time support staff member. Funding is a shared responsibility involving a school levy for Adult Education, state and federal funds for Adult Basic, GED, and driver's education, and an annual fund drive by Educational Opportunities for Central Montana, which supports, among other things, scholarships to help pay for college courses taken in town.

Extensive interagency cooperation is a keystone of the program. Community Education offers courses in cooperation with the local Job Service, Extension Service, Mental Health Center, hospital and nursing homes, Historical Society, Chamber of Commerce, the county and city court systems, Small Business Administration, library, and rural schools. It also works cooperatively with the Human Resources Development Council which is interested in programs for Displaced Homemakers, low income high school students, and licensed child care providers. Community Education has made course work available from four of the five state higher education institutions and one of the state's three private colleges. For the school district, Community Education administers the Perkins Grant applications written by the high school in cooperation with local agencies.

The major thrust of the program is to provide education that is appropriate for the community's perceived needs. As is often the case in farming and ranching communities, the mind set is that education is of less importance than other endeavors and "if you want it, you need to leave the area." However, in order to maintain the community as a viable economic entity, continuing education, both traditional and non-traditional, must be developed, and education in its broadest interpretation must be provided.

To that end, Community Education offers literacy, and GED; specialized vocational programming, such as "Diagnosis of Hydraulic Repair," and beginning computer courses; teacher education courses, both undergraduate and graduate; workshops for supervisors and small businesses; informal classes on a variety of topics from computers to driver's education for teens and adults; history of the area; and lower division college courses for students who want to begin post secondary study and are unable to leave the area. Community Education is currently attempting to bring telecommunications to the area and has received an FCC permit for low power television in hopes that this becomes a viable option.

OTHER NOMINATED LOCAL PROJECTS

Havre Community Education
P.O. Box 7791
Havre, MT 59501

Joanne Erickson
(406) 265-4356
Type of District: Small City

Laurel Public Schools
410 Colorado
Laurel, MT 59044

Bill Sorg
(406) 628-7630
Type of District: Rural

NEBRASKA

Nebraska participated in the National State Community Education Planning Project. The plan was never fully developed and no formal process is in operation at the state level to provide support to communities to develop local Community Education programs. The Adult and Continuing Education Association (ACEAN) provides a professional home for Community Education on a statewide basis with a representative elected to serve as liaison to the National Community Education Association and a Community Education column in the Association's newsletter. LaNeta Carlock, (402) 393-4600, is the current ACEAN liaison.

The 1990 Guide to Community Education Resources lists Marilyn Grady, University of Nebraska-Lincoln, (402) 472-37260 as the contact person. As of April 1990, the Council of Chief State School Officers' Community Education Project identifies the state's Department of Education contact person as Burney Bouslough, (402) 471-4807.

LOCAL PROJECT

Westside Schools Community Education Center
3534 South 108th Street
Omaha, NE 68144-1520

LaNeta L. Carlock
Director
(402) 393-4600

Type of District:	Urban
Population:	500,000
Date Inaugurated:	August 1987
Paid Staff:	3 Full-time; 7 Part-time
Annual Budget:	$245,000; Primarily Fee Funded

In the spring of 1983, Westside Schools embarked upon an extensive strategic planning process. One of the strategies in the plan was to develop a center for Community Education to serve the metropolitan Omaha area. In December 1986, a proposal for a Community Education Center was presented to the Board of Education; and six months later the junior high school, that had been closed due to declining secondary enrollment, was designated by the Board as the new Westside Community Education Center.

The Center was to be operated as a business and was given five years to break-even financially at the $250,000 level. At the end of three years, the Center is on track. Working in partnership with almost every entity in the metropolitan Omaha community, Westside Center has become a training, education, and community center for many people, groups, businesses, and organizations.

The director, who reports to the Superintendent of Schools and the Board of Education; a secretary; and a day building engineer makeup the three full-time staff. The Center operates with over 200 part-time instructors, a host of volunteers, and an advisory council. It is open an average of 15 hours per day, 7 days a week, which places heavy demands on personnel.

Interagency collaborative efforts have been established with over 300 groups in the metropolitan Omaha community, including the Chamber of Commerce, Marriott Hotel, University of Nebraska, private colleges, community college, local businesses, civic and community organizations, and senior citizens groups. Through partnership programs, the Center offers credit and non-credit classes; rents facilities for training, conferences, meetings, and civic and community events; leases facilities to a limited number of organizations; and hosts exhibitions, shows, and special activities. From early childhood sessions to senior day care, Westside Center serves all people of all ages at all times.

In 1989-90, over 30,000 people utilized the facilities and services. In a time of budget cuts, tax petitions, and declining enrollments, the Westside Community Education Center is becoming a model of what can be done with a closed school building, operated as a cost-effective business with the potential of generating dollars to help support the school district's K-12 program.

NEVADA

CONTACT

City of Las Vegas, Carol Burrell, (702) 386-6297

STATE NETWORK

Community Education is not active on a statewide level in Nevada. Since the Nevada Community Education Association disbanded several years ago, networking has been minimal. There are, however, Community Education programs which are thriving throughout the state at the local level.

LOCAL PROJECTS

Local programs are not limited to the public or Community Schools, but include initiatives from institutions of higher education. Both the University of Nevada Reno and the University of Nevada Las Vegas provide Community Education services. In Elko, Reno, and Clark County, the local community college provides this focus. As the urban center within Clark County, the City of Las Vegas has a strong, and growing, Community School system which is the center of Community Education activity. Its Safekey Program for latchkey children currently operates in 54 elementary schools throughout Clark County, with an enrollment of almost 1,600 children from kindergarten to sixth grade. In less urban areas, the Dilworth Middle School in Sparks and the Humboldt School District in Winnemuca are actively involved in serving the needs of their geographically dispersed populations.

City of Las Vegas
749 Veterans Memorial Drive
Las Vegas, NV 89101

Carol Burrell
Community Schools &
Safekey Specialist
(702) 386-6297

Type of District:	Urban
Population:	838,000
Date Inaugurated:	January 1985
Paid Staff:	6.5 Full-time; 167 Part-time
Community Schools:	4 Junior High Schools
Annual Budget:	$742,000; 95% Fee Funded

Although the need for supplemental care for the children of working parents is not new, the need has intensified to near crisis proportions. The Safekey Program originally began in January 1985, when children from four elementary schools were bussed to Baker Park Community School. The City's Adaptive Recreation Center bus was used for transportation. Upon realization that the program could not grow and meet the needs of all latchkey children, the Safekey program was redesigned to its current format.

Because the Safekey Program is now based at the child's elementary school, Monday through Friday from 3:00 p.m. to 6:00 .m., parents have the peace of mind that comes with knowing where their child is all day instead of anxiously waiting for a phone call acknowledging that the child has arrived home safely. Peace of mind also comes from knowing that the caretaker is a teacher or qualified part-time person. The daily program consists of homework completion, group experiences in home safety, recreational arts and crafts, sports, music, and a nutritious snack. The program creates an environment where children can grow physically, emotionally, intellectually, and socially.

Because of the healthy, secure, creative and stimulating atmosphere provided by Safekey, there has been a marked improvement in school work and social interaction as well as a decrease in absenteeism. There are presently 1,600 children actively involved in 54 schools. Plans are underway to expand the program into the Sixth Grade Centers and to open a site in Laughlin, Nevada.

The Safekey program embraces not only those children and parents who are directly involved, but includes the whole citizenry at-large. Because of Safekey, adults with dependent children are able to participate in job training and education programs, to search for work, and to be employed. Working parents can concentrate on their work because they are confident their children are safe. School facilities are being used to their full potential, thus, putting the tax payers' money to maximum use.

The program is a partnership involving various governmental agencies, businesses, and citizens working together in a concerted effort to provide a safe, fun, supervised program for children in kindergarten through sixth grade. Safekey goes hand in hand with responsible parenting. Administered by the City of Las Vegas' Department of Parks and Leisure Activities through its Community Schools, it is conducted with the cooperation of the Clark County School District, North Las Vegas Recreation, Henderson Parks and Recreation, Clark County Parks and Recreation, Parent Teachers Association, and the Citizen's Safekey Steering Committee. The Steering Committee is composed of private businesspersons, city and county officials, state legislators, school district management, and members of volunteer organizations. The Committee was instrumental in obtaining the necessary liability insurance to enable the programs to function in elementary schools and in arranging for the printing of advertising brochures.

Other agencies contributing to the success of Safekey include the State Welfare Program, which subsidizes the fee for any child in Safekey whose parent is in a Welfare Training Program, and the U.S. Department of Agriculture Special Milk Program, which reimburses the Safekey Program 10.25 cents for each half pint of milk ordered for daily snacks. For those parents who cannot afford the nominal fee of $20.00 per five-day week, scholarships are available through the Governor's Discretionary funds and state assistance is also obtainable for qualified participants.

OTHER NOMINATED LOCAL PROJECTS:

Washoe County School District
Reno, NV 89501
Community Education Coordinator
Type of District: Small City

Northern Nevada Community College
901 Elm Street
Elko, NV 89801
Pat Warren White
(702) 738-9626
Type of District: Rural

Sparks Public Schools
Dilworth Middle School
255 Prater Way
Sparks, NV 89431
Duffy Bride
Community Education Coordinator
(702) 355-8349
Type of District: Rural

NEW HAMPSHIRE

CONTACT

New Hampshire Community Education Center, Nancy Craig, (603) 622-5711

STATE NETWORK

Much of the success of the New Hampshire Community Education network is due to the strong commitment of network members. To promote both the community/school partnership concept and an identity with Community Education, the New Hampshire Community Education Center (NHCEC) is working with government, education, and business leaders.

Community Education information is disseminated through a thrice yearly publication, as well as through a Community Education/partnership newsletter. Additional networking opportunities are provided during the annual School Volunteer/Partnership Conference sponsored by the state's Community Education Center, School Volunteer Program, and State Department of Education and through periodic training sessions.

LOCAL PROJECTS

Most districts have assumed the responsibility for providing educational experiences for adults. Over 60% of the schools in the state have active school volunteer programs. Over 80 Community Education projects have been submitted to NHCEC in the four years of its Community/School Partnership Awards Program. However, less than 15% of the state's 60 school districts have community/school coordinators.

Business/School Partnership
Josiah Bartlett School
Main Street
Bartlett, NH 03812

Joseph Rivers
Principal
(603) 374-6159

Type of District:	Rural
Population:	2,400
Date Inaugurated:	July 1988
Community Schools:	1 Elementary School

In September 1988, the Bartlett Elementary School and the First New Hampshire White Mountain Bank entered into a partnership which introduces pupils to the practical aspects of banking. The partnership is based on the definition of partnership used by the National Association of Education Partners in Education. It is a collaborative effort to achieve mutually agreed upon goals and objectives by matching community resources to identified needs of the school.

All activities of the Bartlett/White Mountain Bank Partnership are jointly developed at monthly planning sessions with the specific aim of fostering experiences that are beneficial to both children and bank staff. Each activity is planned through staff match-ups where a school staff member meets with a bank employee to plan the event.

In one aspect of the program, kindergarteners through fourth graders take part in a savings program in which they save 25 to 50 cents a week during the year. Parent volunteers act as tellers at the school where they collect the money and stamp entries in the students'coupon books. They also take care of the bookkeeping and banking. At the end of May, students may withdraw their money or transfer it to an individual account.

Other aspects of the partnership include eighth graders raising money for their class trip and graduation, participating in the process of securing a loan, third graders starting a nickel collection, and tours of the bank. There are also presentations by bank employees; publication of Bartlett Bear Prints, a literary collection of students' poems and prose; and a seminar for North Country schools and businesses designed to encourage other business/school partnerships.

Each department of the bank is teamed with at least one grade at the school. These teams compete in a monthly student/employee attendance recognition program. Each class records its daily attendance and, at the end of the month, writes a memo to its bank partner to report its progress. The bank departments in turn send a memo concerning their performance to the students. The teams then receive a computer print-out showing the combined attendance percentage of each school grade and each bank department. Each month the winning team receives an ice cream sundae party hosted by the First New Hampshire White Mountain Bank at the Bartlett School. And, at the end of the year, there is a special recognition for the team with the best overall cumulative record.

The Bartlett Business/School partnership has been both an enjoyable and educational experience for both members. In 1989, it was one of four programs selected to receive a Community/School Partnership Award at the Third Annual Awards Competition, sponsored by the New Hampshire Community Education Center and the New Hampshire State Department of Education.

NEW JERSEY

New Jersey applied for and received a $5,000 grant from the National State Community Education Planning Project for development of a state Community Education Development Plan. All funds were returned because of turnovers in the position responsible for facilitating the development of the plan.

In the 1970's and early 1980's, there was an active state Community Education network. Unfortunately, after a death and staff turnover, there is now a state leadership void. However, many local projects are reported to be very effective and growing.

As of April 1990, the Council of Chief State School Officers' Community Education Project identifies the state's Department of Education contact person as Fran Pinkowski, (609) 292-6037.

LOCAL PROJECTS

Berlin Borough Community Education/Recreation
215 South Franklin Avenue
Berlin, NJ 08009

John F. Gordon
Supervisor of Community Education/Director of Education
(609) 768-8385

Type of District:	Suburban
Population:	6,600
Date Inaugurated:	August 1966
Paid Staff:	2 Full-time; 40 Part-time
Community Schools:	1 Elementary; 1 Junior High School
Annual Budget:	$115,682; Local Funding

Berlin Borough Community Education/Recreation is the second oldest such program in the state. Community Education/Recreation's Director is appointed by the Superintendent of the Berlin Community Schools, with confirmation by the district school board and the Borough Council, and is responsible for supervising all Community Education/Recreation activities. An unusual feature of the program is that it is a joint program offering. The Berlin Borough and the Townships of Berlin, Voorhees, Lindenwood, and Waterford have agreed to jointly offer recreation programs and thereby avoid offering duplicate services to a common area. Also, by offering joint programs to a larger service area, there is a better chance that programs will meet the fiscally set minimum number of participants and, therefore, be offered. Although this system works well for the communities, there are some minor disadvantages. The most time consuming is the amount of communication necessary to keep the five communities in touch concerning closing, cancellations, questions, and problems.

Community Education/Recreation activities are designed to cater to all ages, children through adult. The youngest present participant is three years old; the oldest is ninety-six. Children's courses include music and dance, gym nights, ceramics, sculpture, computer courses, cooking, creative arts, foreign languages, gymnastics, woodshop, and preschool Community Education/Recreation. There is also a latchkey program called "PALS," which is available for students both before and after school. For adults, there is adult basic education, Englis as a Second Language, aerobic dance, Aikido, assertiveness and effectiveness training, boating safety, crocheting, flower arranging, hypnosis, painting, photography, computers, Yoga, and more.

Evaluations are conducted frequently, both within the entire community to determine programming needs and attitudes toward Community Education/Recreation, and among program participants for course evaluations. The motto of the program is: "Since 1966, Berlin Borough Community Education/Recreation Is the Link to the Community." That link has grown since 1966 and continues to grow today.

Upper Deerfield Community Education/Recreation
Woodruff School
Highway 77
Seabrook, NJ 08302

Dr. James H. Turner
Community School
Principal
(609) 451-4646

Type of District: Rural
Population: 8,500
Date Inaugurated: 1977
Paid Staff: 2 Full-time; 2 Part-time
Community Schools: 3 Elementary Schools, Plus Off-Site Programs
Annual Budget: $250,000

Upper Deerfield is a rural farming community of about 8,500 people in Cumberland County, New Jersey. It operates a kindergarten through eighth-grade school system that feeds into a regional high school serving six additional districts. The population is diverse with a very large number of Japanese-Americans and Eastern Europeans. Many of these people came to the area as a result of World War II and the Seabrook Food Corporation. They and their descendants are a major part of the community.

The Upper Deerfield Community Education/Recreation program is the result of a partnership between the township and the Board of Education. As outlined in a formal agreement signed in 1977, both parties provide an equal amount of money each year. Additionally, there are grants from the county, state, and federal governments and from other occasional sources. As with many Community Education/Recreation programs, tuition is the largest single source of income. Community Education/Recreation has an active Community Council which is involved in both the program and numerous special projects throughout the year. Since the Council has two members who are appointed from the Township Committee and two from the Board of Education, there is a constant link with both governing bodies which reduces the amount of reporting that would otherwise be necessary.

The program is headed by the Community School Principal and operates both with and within the school system in that many activities are offered during the school day. Community Education/Recreation conducts four sessions during the year plus many trips and special events throughout the year. There are ten-week fall and winter sessions and five-week spring and summer sessions. Each session has population-specific components, with yearly registrations ranging from 4,000 to 6,500 participants.

Services are offered to three population groups: students, seniors, and adults. For students, there is a before- and after-school child care program coordinated with the school system. In operation since 1982, it involves all children whose parents wish to participate. Many special classes are designed to give children added experiences that are not available in the normal school program. There are also opportunities for students to take educational and enrichment classes, Saturday classes, sports and sports camps, and a summer day camp. Funding for scholarships is available for low-income families through the State Division of Youth and Family Services.

The senior programs are conducted in partnership with the Cumberland County Office on Aging. The Office on Aging provides a $5,000 grant to run the program, which is based in the school. As part of another grant, Community Education/Recreation is able to offer lunch as part of the senior program. There are also health screening services and transportation through the Cumberland County Senior Bus System. For adults, there are educational and enrichment classes, trips, sports, and special events, such as the Fall Craft Fair.

Community Education/Recreation is a constantly growing and changing program. At least once each year, the Community Council conducts a survey to get feedback on issues and programs. The Community School also surveys students for the same information. Input from these sources provides information for evaluating existing services and identifying community needs. Some identified needs, such as those for a dog warden, leaf collection, and lights, are passed on to the Township Committee for community improvement action.

Community Education/Recreation
Voorhees Township Middle School
Holly Oak Drive
Voorhees, NJ 08043

Frank Nichols
Principal
(609) 795-5566

Type of District:	Suburban
Population:	23,000
Date Inaugurated:	August 1974
Paid Staff:	3 Full-time; 215 Part-time
Community Schools:	4 Elementary; 1 Middle School
Annual Budget:	$500,000

The Voorhees Community Education/Recreation Program was conceived fifteen years ago as a result of the Board of Education being unable to hire a full-time

Community Education director and the township being unable to hire a full-time recreation director. The superintendent and the mayor, after a series of meetings, established the Community Education/Recreation Program which was, and still is, co-sponsored by the Board of Education and the Township Committee. A preliminary needs assessment was conducted and the first term began in the fall of 1974.

Fifteen years later, Community Education/Recreation is well and thriving. Each year, two terms are offered which provide classes, activities, and programs for preschoolers through senior citizens, including academic, vocational, and enrichment classes and recreational and other leisure time activities.

The program is in its sixth year of providing Before- and After-School Child Care for working parents. Starting with approximately 60 participants, by June 1989, there were 500 participants and, by November of that year, there were 600. There is also a summer program which consists of a morning summer day camp held at four elementary schools and attended by 175-200 participants, plus other various camps and clinics.

Throughout the year, Community Education/Recreation is involved in scheduling facilities for area civic, service, social, cultural, religious, business, and professional groups. These groups use all public facilities including classrooms, cafeterias, libraries, gymnasiums, and ballfields and other recreational areas.

Community Education/Recreation also organizes, schedules, finances, and offers other programs, some of which include health programs offered in conjunction with area hospitals, a youth basketball league consisting of 18 teams, three adult co-ed volleyball leagues, and a girls' softball program consisting of 22 teams. There are free senior citizen bus trips, a 14-team men's competitive softball league, scheduled special bus trips, and a championship competitive color guard unit. In addition, Community Education/Recreation sponsors special events such as an Easter Egg hunt, parades, ballet recital, community theatre group, volunteer coaches clinics, and fund raisers, and acts as the purchasing agent for independent athletic groups (football, soccer, baseball).

OTHER NOMINATED LOCAL PROJECTS:

Persippany-Troy Hills Community Education Persippany-Troy Hills High School 20 Rita Drive Persippany, NJ 07054	BettyLou Biondi (201) 263-7590
Monmouth County ESC-MAECOM Monmouth Hall P.O. Box 764 Eatontown, NJ 07724	Valerie Biancho (201) 542-3224

Lakewood CER
521 Princeton Avenue
Lakewood, NJ 08701

Michael Matta
(201) 364-2500

NEW MEXICO

CONTACT

New Mexico Association for Community Education, Tamra Ivy, (505) 247-2329

STATE NETWORK

The New Mexico Association for Community Education Development (NMACED), through its sponsorship of the Center for Community Education, provides the primary state leadership. Although the State Department of Education appoints a liaison to NMACED, the Association has no input into the choice of that individual and, more often than not, the appointee has a limited background in Community Education. The state association has an active and committed board of directors and a small, but stable, membership.

LOCAL PROJECTS

During the last few years, the number of formal Community Education projects in the state has dropped. However, the amount of Community Education-related activities (increased use of schools, interagency collaborations, extended care, school/business partnerships) has increased. The two-year post-secondary system, which incorporates the term "Community Education" in its mission, has little professional knowledge about the field of Community Education, sees school-based Community Education as a threat, and has allied itself with adult and continuing education organizations. The result has been a fragmented implementation of the Community Education concept with weak ties to the state and national Community Education organizations.

NOMINATED LOCAL PROJECTS:

Albuquerque Public Schools
APS Community Education
P.O. Box 25704
Albuquerque, NM 87125

Janet Kahn
(505) 842-3649
Type of District: Urban

Alamogordo Public Schools
1602 Juniper Drive
Alamogordo, NM 88310

Henry Wehmeyer
(505) 437-4010
Type of District: Small City

NEW YORK

New York participated in the National State Community Education Planning Project. The formulation of the initial five-year state Community Education Development Plan was spearheaded by the New York Association of Adult and Continuing Education and focused primarily on local leadership development.

The Community School Program is one of the Board of Regents' initiatives to bring about school reform and community renewal. Starting in 1987, this initiative has had rapid growth. The Regents commitment to promote school/community relationships has become a significant catalyst for collaboration among schools and the members of their communities. The following is a brief overview of the growth in funding and number of participating school districts.

	State Funding	Participating Districts
1987	$500,000	4
1987-88	$1,500,000	10
1988-89	$3,000,000	14
1989-90	$4,000,000	20
1990-91	$6,000,000	28

Glorine Edwards, Coordinator for the Division of Community School Program, administers the initiative. Her office is located in the New York City Regional Office, 55 Hanson Place, 4th Floor, Brooklyn, NY 11217-1580, (212) 488-2119.

LOCAL PROJECTS

Addison Community Schools
Cleveland Drive
Addison, NY 14801

Cindy Hunt
Project Coordinator
(607) 359-4505

Type of District:	Rural
Population:	7,362
Date Inaugurated:	July 1988
Paid Staff:	7 Full-time; 77 Part-time
Community Schools:	2 Elementary Schools
Annual Budget:	$354,653; 73% State Funding

The Addison Central School District and the community are jointly responsible for establishing a very successful Community School Program which positively impacts a great many children and adults in New York State's rural Appalachia. It is an area in which over 50% of elementary-age children are on the free/reduced fee lunch program, over 40% of adults over 25 have not completed high school, and over 50% of the adult population is defined as long-term unemployed.

Yet, the vision that all children and adults can be successful remains paramount. Saying that there is "No Time to Lose," the district and community have worked together to identify needs and continue working toward meeting those needs. Since its establishment in July 1988, the program has experienced many successes due to the receptivity by, and participation of, school staff and community members. This includes both planning and implementation of programs as well as participation in each of the many programs falling under the larger Community Schools umbrella. Parent education, early childhood education, and adult education are included in the program. A school adult volunteer program, parenting center, pre-kindergarten, latchkey and Community Volunteers Celebration Dinner are active components of this comprehensive approach.

The Addison Community School works in cooperation with other agencies in developing and conducting programs. These include cooperation with the Addison Public Library on the Community Child & Parent Center; Family Service Society of Corning for self-esteem and parenting programs; the Corning YMCA for Latchkey In-Service and Adult Education; Kinship Family & Teen Services for TAP programs; the Steuben Council on Alcoholism for various workshops; the Nutrition Clinic for nutrition workshops; the Addison Eagle's Auxiliary for a substance abuse workshop series; and the Town of Rathbone and Tuscarora and both the Village and Town of Addison for Summer Youth Recreation.

The Community School program has provided employment opportunities for students through a registered babysitting course which also qualifies them to provide child care for Adult Education and other Community School programs. Adult Education courses have allowed participants to enhance skills necessary to seek better employment opportunities and to increase awareness of occupational opportunities. Participation in Community School events has included school populations who had been reluctant to become involved in school activities, but who are now enrolled in Adult Education and parenting programs or who frequently use the free child care services. The Community School offers bussing to those community members who were previously denied access to programs because of transportation limitations. For senior citizens, there is an adopt-a-grandparent and an intergenerational program in cooperation with area elementary schools.

For school-age children, there is a morning and afternoon latchkey program, after-school enrichment program, project self-esteem, and a summer recreation program. Elementary Summer School has provided extra assistance for those children whose education progress would be hampered by a long summer break. For the very young, there is a pre-kindergarten program. The Parent Center concept which mandates parental involvement has been very successful; in its initial 13 days of service, 64 adults and 111 children visited the center.

Written participant evaluations plus ongoing and active participation in each of the individual programs resulted in a review committee's conclusion in its first annual evaluation that the program had been highly successful in its initial year. Community members often come to the staff with ideas for furthering the concept of education for all ages and the term "Community Schools" is now a common and positively used phrase in the Addison School District.

School as Community Site:
The MacArthur Project
Binghamton City Schools
Community Resource Center
1123 Vestal Avenue
Binghamton, NY 13903

Mary Haust
Project Coordinator
(607) 772-1235

Type of District:	Small City
Population:	6,000 in Attendance Area
Date Inaugurated:	February 1987
Paid Staff:	7 Full-time
Community Schools:	1 Elementary School
Annual Budget:	$225,000; 50% State Funding

In 1987, the Binghamton City School District was one of four districts within the State of New York to be awarded "Education and Community Renewal" grant monies (now known as "Schools As Community Sites") by the New York State Education Department. The project, housed at MacArthur, an elementary school serving approximately 600 students, has received continued funding and is now one of twenty schools participating in the Community Schools project.

MacArthur is not a true neighborhood school, but more a Community School, with half of its students being bussed. The school is located in southwest Binghamton and serves a heterogeneous population which includes families from very affluent attendance areas as well as a large population from the inner-city economic development zone. Almost 50% of the school's families are currently receiving public assistance. The minority population is increasing; and in 1989, minority students made up 15% of the total student body.

The purpose of the project has been defined as "using the school as the locus or hub for providing all of the educational, health, nutritional, and supporting social services required by the students and families to promote the development of the individuals and the renewal of communities." The ultimate goal of the project is "to develop a school committed to successful education of all children and committed to achieving that goal through new types of collaboration within the community. The project has identified key elements to achieve this goal: parent participation, improved curriculum, family centered early years support, human services support, and health education.

The MacArthur Project has evolved into a multi-faceted project with specific emphasis on parent involvement, early years education, community service, and improved educational experiences for children. One of the most innovative and successful programs is the replication of Missouri's Parents as Teachers (PATS)

Program, which is known in Binghamton as PACT, Parents and Children Together. Four trained parent educators work with parents of children from birth to age 3 using a framework of monthly home visits and group meetings. Children also participate in periodic developmental screenings throughout the three year program. PACT currently serves 180 families with approximately 240 children. The Community Resource Center at MacArthur serves as a base for PACT and houses a lending library of parenting books, videos, and age-appropriate toys as well as providing resource and referral information.

In addition to PACT, early child and parent participation is continued in Project Headstart and New York State Pre-Kindergarten, both located at MacArthur School. It is rather unique to find both of these services housed at the same site. By the time a child enters kindergarten, both the child and the family may have already had up to five years of a relationship with the school.

Families continue to be supported in their roles as prime educators of their children after entry into the formal educational system. Through collaboration with various departments at the State University at Binghamton, projects have been developed which increase the likelihood of children's success at MacArthur. These projects include the Primary Adjustment Program, and the Binghamton Partnership Project. Parents are also supported through parent workshops such as EPIC (Effective Parenting Information for Children) and PARP (Parents as Reading Partners).

In addition to these efforts which focus on the parent's role in early education, The MacArthur Project is committed to assisting educators in finding ways to improve the educational experience for all children. These initiatives include an emphasis on programs which enhance self-esteem and integrate all study content areas. For example, this year students will be building a "greenhouse" and starting and nurturing plants to landscape the school and to sell to the community. This effort incorporates science, math, language arts, social studies, and community service into a single project. Future plans include the development of a nature trail, study of the cultural diversity within the school, and the establishment of an "Arts at Noon" program. All of these projects require the commitment of community volunteers as well as district staff.

The program specifics include a broad range of activities. In addition to the developmental aspects of the program, there is an extended day program which includes breakfast, a summer recreational program, a summer enrichment project, and tutoring. There is an intergenerational program which brings senior citizens into the classroom and social and wellness programs designed specifically for seniors.

Community agencies are one of the key pieces to the success of this project. Not one component in the project would be successful if there were not the cooperation of so many agencies. Through its history, the district has been able to forge excellent community linkages and the MacArthur Project has continued as a reflection of that philosophy. The MacArthur Project is committed to continuing to seek additional ways to meet every child's need.

Central Harlem Community School
Public School 208
21 West 111th Street
New York, NY 10026

Norma Genao
Project Director
(212) 678-2882

Type of District:	Urban
Population:	50,000
Date Inaugurated:	September 1987
Paid Staff:	1 Full-time; 25 Part-time
Community Schools:	2 Elementary Schools
Annual Budget:	$275,000; 80% State Funding

The Central Harlem Community School serves a 100% minority population of inner-city black and hispanic students and community residents. Regular, special education, and gifted and talented students are targeted for services. The vast majority of students are from low income and/or single parent families. The drug crisis is evident in the immediate vicinity of the schools, as are problems such as child abuse, sexual abuse, and AIDS.

The school is governed by an Advisory Council which includes district representatives, school personnel, parents, union representatives, and liaisons from community-based agencies. The Council sets program policy and the project director is responsible for implementing those policies. Funding is from a variety of sources: New York State Community School and Pre-kindergarten grants; a Federal Dropout Prevention grant; Chapter I; and New York State PCEN (Pupils with Compensatory Educational Needs).

The Central Harlem Community School operates at a pair of tandem schools located in Central Harlem, Public Schools 185 and 208. The project features extensive cooperation with neighborhood organizations, such as the Northside Center for Child Development, Studio Museum in Harlem, and the Children's Art Carnival. These organizations cooperate to provide a variety of activities including on-site specialized art services for pupils, joint adult and child arts-based endeavors, parenting workshops, workshops on child abuse, museum visits, and off-site trips. Program activities involving adults include: parenting education; Englis as a Second Language; recreation services; museum services; conversational English; high school equivalency; sewing; off-site special events; and other Adult Education services. For children, there are full-day pre-kindergarten services and an extensive after-school and summer program for students and community members.

Since its inception in September 1987, evaluations of the school's activities indicate that many of the components are operating in an exemplary manner and that parent involvement, expressed in a variety of forms, has increased markedly. The schools have received large sums for new equipment and materials. The Central Harlem Community Schools has transformed the school-community relationship so that now the school is now a vital resource for the community. The extended hours, days, and months of operation allow community residents to avail themselves of the program's offerings.

OTHER NOMINATED LOCAL PROJECTS:

Community School District 34 P.S. 83 219 East 109th Street New York, NY 10029	Vivian Figueroa Coordinator (212) 860-5819 Type of District: Urban
Poughkeepsie City Schools 11 College Avenue Poughkeepsie, NY 12603	Joanne Loewenthal Community Schools Project Director (914) 471-5526 Type of District: Small City

NORTH CAROLINA

CONTACTS

North Carolina Department of Public Instruction, Boyce Medlin, (919) 733-4258
North Carolina Association for Community Education, Alice Keene,
(919) 830-4200

STATE NETWORK

During Governor James Hunt's tenure, North Carolina had significant Community Education development. Since then, however, there has been a constant change in leadership and a political refocusing of North Carolina Community Education initiatives.

LOCAL PROJECTS

The North Carolina Community Schools Act was ratified in June 1977. For 1990, there is funding for 134 Community Schools. Each school receives $32,706 plus Before- and After-School Care funds of $30,000 each. Participation in the Community Schools Program is on a volunteer basis and requires that local education agencies provide a minimum local cash match equal to 1/3 of the state grant. The Before- and After-School Care grant for each LEA is limited to 3 years (1988-91) and does not require local matching funds.

Community Schools Program of Catawba County
111 West 8th Street
Newton, NC 28658

James Sprinkle
Director
(704) 464-9355

Type of District:	Small City
Population:	117,372
Date Inaugurated:	February 1978
Paid Staff:	7 Full-time; 120 Part-time
Community Schools:	21 Elementary; 7 Middle; 7 High Schools; 2 Other

The Community Schools Program of Catawba County provides a wide range of services to area citizens utilizing school facilities in three separate school districts: Newton-Conover, Hickory City, and Catawba County Schools. It is a large and vital program, designed to serve all age groups in the community. Today, more than one-fourth of the area's population is fifty or older. Knowing that when parents lose direct contact with schools, they also lose confidence in public education, the Community Schools Program is providing a vehicle by which the community can be involved in programs and services in the local schools and thereby stay in touch with the education process.

The program is administered by a director and assistant director, and has seven full-time staff members who supervise 120 part-time employees. The Community Schools office is involved with a number of agencies and organizations including Catawba Valley Community College, Literacy Council, Chamber of Commerce, Interagency Council, Western Piedmont Council of Governments, Catawba Valley Volunteer Association, and citizen advisory councils.

Funding comes from both state and local governments and is supplemented by funds generated by various fee-based services and programs. By networking with other community agencies and by using school facilities, the Community Schools Program works to promote and provide for the educational needs of the entire county. It makes school facilities available for public use after hours for continuing education classes, recreational activities, and civic meetings. In cooperation with the local Sheriff's Department, two robots called Deputy 911 provide safety programs throughout the county and in three school systems. The following are examples of the variety of programs designed to meet the needs of the diverse populations within the community.

Before- and After-School Care Program: The Community Schools Program has taken a commanding lead in the area of before/after-school care. Organized in 1978 to provide supervision for school-age children whose parents work beyond the customary school day, the program currently serves almost 2,400 students and provides jobs and training for approximately 120 Catawba County citizens. Since its inception, the program has heightened community awareness of the dangers latchkey children face as well as of the need for stimulating interests for children before and after school. The primary concern is the safety and well-being of the school-age child. By offering recreational as well as enrichment activities, the Community Schools program also provides a nurturing atmosphere in which children can develop both social and decision making skills.

Club Mid: Club Mid is the newest Community Schools program. It is an after-school program for the Middle School student and operates from the end of the school day until 6:00 p.m. during the school year. A full-day program, from 6:30 a.m. to 6:00 p.m., is offered during the summer break throughout the county's seven middle school locations for students ages eleven to fifteen, enrolled in grades six through eight. The purpose of Club Mid is to provide middle school students with opportunities which promote positive adolescent development and also improve the image of adolescents in the community. The program provides services and activities that create a stimulating environment for social and educational growth.

Summer Day Camp: There is an eight-week Summer Day Camp Program for boys and girls who are enrolled in K-6. Operating Monday through Friday, from 6:30 a.m. to 6:00 p.m., the program is self-supporting with registration and weekly fees covering staff salaries and equipment. In reinforcing the Community School philosophy, the Summer Day Camp Program utilizes 15 designated elementary school locations to fulfill the needs of parents throughout the county. The campers participate in age-related activities such as organized games, arts and crafts, drama, nature study, and structured free play. Activity buses are used in daily field trips, such as swimming, bowling, skating, picnics, tours, and movies. The Camp Directors and their assistants are experienced in recreation and child care and plan activities carefully to allow maximum enjoyment and learning for each camper.

Senior Citizens Program: The Community Schools Program of Catawba County has been involved with the county's senior adult population for the past 11 years, offering a variety of services to participants who range in age from 55 to 90. One group meets weekly in a school cafeteria, intermingling with elementary school children, and each month members are "adopted" by a classroom through "Adopt-A-Grandparent". Approximately 75 senior adults also enjoy classes and monthly trips. The Community Schools Program co-sponsors a Senior Olympics and a monthly blood pressure check with the local Council On Aging.

Dial-A-Teacher Homework Help Line: Last year, the Dial-A-Teacher Homework Help Line responded to over 2,000 phone calls. Students in grades three to twelve in Newton-Conover, Hickory City, and Catawba County Schools can call from 5:00 to 8:00 p.m., Monday through Thursday, for help with their homework.

Wake County Community Schools
P.O. Box 28041
Raleigh, NC 27611

Linwood C. Johnson
Director
(919) 850-1803

Type of District: Urban
Date Inaugurated: January 1978
Paid Staff: 9 Full-time; 12 Part-time
Community Schools: 2 Elementary; 2 Middle; 11 High Schools
Annual Budget: $860,000; 75% Local Funding; 22% Fee Funded

The Wake County Public School System established the Community Schools Program in January 1978, following the state's ratification of the Community Schools Act. Today, the Community Education Program is viewed as a vital part of Wake County's overall school system. Thirteen designated sites offer continuing learning experiences throughout the entire year; other sites are used on a first-come, first-served basis and provide an immediate resource for program offerings. There are programs for preschoolers through older adults throughout the County. Some courses and programs are geared for young adults, eighteen and over, while others are designed to attract older adults, age 55 and up. There also has been tremendous growth in the Before/After-School Program.

School sites are available on a fee basis for individuals and groups to offer a variety of public interest and self-help classes. This includes extensive class offerings from Wake Technical Community College and Wesleyan College. The use of facilities by these institutions allows maximum facility utilization on Mondays through Thursdays throughout the year. When available during the Community Schools' scheduled hours, facilities are free for public, non-profit agencies .

There is an Advisory Council at each of the 13 Community Schools sites. The Councils, through a comprehensive networking system, work together at their individual school sites with local school staff, community groups, and agencies in providing maximum opportunities for the public schools to serve the communities. They also encourage the use of volunteers in all human service areas throughout the county.

The administrative structure of the Community Schools Program includes the Wake County Board of Education, the Superintendent of Schools, the Program Director and Coordinator, the Supervisor of the Before/After-School Program, the Public Relations Specialist, bookkeeper, and secretaries. Staff members from the Curriculum and Instruction Division, Advisory Council members, and agents from both Wake Technical Community College and Wesleyan College form a collaborative coalition designed to promote Community Schools activities throughout the County. Citizen involvement has its greatest impact in the areas of academic and enrichment activities. The 1988 year-end report showed that of the 27,000 participants in in these areas, 33% participated in the academic offerings and 67% participated in the enrichment activities. In all, there were over 163,000 participants in the entire Community Schools Program.

Always mindful of its suburban/rural mix, the Wake County Community Schools Program continues to grow and expand its repertoire of ongoing programs suited to the needs of the local citizens. Evaluations of the Community Schools' programs have been positive. Comments from course participants support the idea of expanded educational opportunities and the increased level of participation clearly demonstrates the program's acceptance.

OTHER NOMINATED LOCAL PROJECTS:

Durham County
3507 Dearborn Drive
Durham, NC 27704

J. Carlton Polk
(919) 560-3816
Type of District: Suburban

Charlotte-Mecklenburg
P.O. Box 30035
Charlotte, NC 28230

Beverly Mauldin
(704) 379-7003
Type of District: Urban

NORTH DAKOTA

CONTACT

North Dakota State University, William Woods, (701) 237-7085

STATE NETWORK

The Community Education network in North Dakota is organized around the Advisory Committee to the Center for Community Education located at North Dakota State University. Participants in the network focus on a variety of activities:

The Department of Public Instruction is responsible for overseeing efforts to encourage economic development through small school projects.

The North Dakota Department of Parks and Recreation provided partial financial support for two demonstration sites.

The North Dakota Community Foundation has granted funds for workshops for Community Education directors.

Directors of Continuing Education at Bismarck State College and the North Dakota State College of Science actively cooperate with their local Community Education programs and those of communities within commuting distance.

The North Dakota Adult Education Association represents professionals working in continuing education, adult basic education, vocational education, and Community Education.

LOCAL PROJECTS

The 28 extensive local Community Education programs, and the approximately 30 additional communities which provide some aspects of programming, operate almost exclusively on local funding. Seven communities have received Community Involvement Interns from the Center for Community Education, and six received partial salary support from the Center and the Department of Parks and Recreation during a two-year demonstration project. Three of these sites have continued programs on local funding.

LEARN Community Education
North Valley Vocational Center
Rt. 1 - Box 4
Grafton, ND 58237

Karen Midgarden
Community Education
Coordinator
(701) 352-3705

Type of District:	Rural
Population:	30,000
Date Inaugurated:	1983
Paid Staff:	1 Part-time
Community Schools:	18 Elementary; 13 Middle; 15 High Schools; 1 Other
Annual Budget:	$31,000

Community Education is a relatively new concept in the smaller North Dakota communities. LEARN stands for Leading Educational Activities for Regional Needs. Although based in Grafton, a community of about 6,000 residents, the program's student base is the entire northeastern part of North Dakota. The program began in 1983, when an intensive survey of community needs was conducted, and has continued to grow over the past several years. The first classes were held in 1984 with 392 students; in 1988-89, the program served 1,500 students from northeastern North Dakota.

LEARN Community Education operates as a department of the North Valley Multi-District Vocational Center, which has a governing board representing all school districts that belong to the Center. LEARN itself has a 15-member citizen advisory board which includes representatives from banking, business, law enforcement, senior citizens, parks and recreation, local government, ministerial association, school administrators, Extension Service, and private citizens. LEARN actively collaborates with area agencies to present programs. These agencies include: the North Dakota Departments of Health and Game & Fish; Farm Bureau; the North Dakota State University Extension Service, Center for Rural Revitalization, Self-Esteem Program; area social service agencies; area banks; the U.S. Postal Service; Jaycees; Small Business Administration; Drug and Alcohol Task Forces; Parent Communication Network; and Valley Ambulance Service.

Because the State of North Dakota does not provide state education funding for Community Education, financial support for LEARN has come from varied sources over the years. LEARN was able to begin in Grafton through a Bremer grant administered through the Center for Community Education, North Dakota State University. From 1983 to 1986, a part-time Bremer intern administered the entire program. When some chapter and title monies became available in late 1986, a part-time coordinator was hired to expand the program by adding in-service programs for businesses. The intern in-service program was phased out in 1989, and now a coordinator is employed half-time to administer the entire program. The City of Grafton and United Givers have also contributed to the program. Funding for special projects has come from grant applications, while vocational classes with ten or more students may have 50% of the instructor's salary reimbursed by the North Dakota Board for Vocational Education.

LEARN Community Education offers vocational and enrichment classes to citizens of all ages in the northeastern North Dakota service area. One priority of the program is to offer vocational training and retraining classes in this rural area where the farm family is under a great deal of emotional and economic stress. LEARN offers opportunities to expand old skills and to learn new ones at times that are convenient for the participant. Community Education also fulfills the in-service educational need for area businesses. At a time when almost every employment area demands in-service education, this saves travel time because the in-service program can be done locally.

The LEARN program also is an enrichment tool for area schools. It offers programs the schools may have neither the time nor the funds to offer. For instance, many students don't have the time to take an auto mechanics class during the school day; LEARN offers an evening version through Community Education. There are babysitting clinics which are very popular and perform a needed community service. A summer Kids on Campus program lets children spend one week in enrichment classes of their own choosing ranging from Spanish to cooking to computer assisted drawing. And, there are plans to bring a children's theatre to the community to expand drama opportunities for youths.

Because LEARN charges for many of its classes, program planners felt that there was a need to inaugurate a free educational program for people of all ages. In January 1989, LEARN organized a Family Fair which had programs for all family members. Short session, offered by area professionals, dealt with a variety of topics ranging from farm credit, first aid, and hunting laws to economy meals and puppetland. Nearly 300 people attended the first Fair and there have been many requests for similar programs in the future.

LEARN is community oriented and has been fortunate to receive the support of the local newspaper which provides publicity and coverage of all events. This cooperation has been vital in the growth of the program as more and more area residents hear about activities and become involved.

OHIO

CONTACTS

Kent State University, Dale L. Cook, (216) 672-2294
Ohio Department of Education, Sherry Mullett, (614) 466-5016

STATE NETWORK

The Ohio Department of Education is the primary organization in the Community Education support network. However, concerns and comments from OCEA members are shared with the Ohio Coalition of Educational Organizations.

LOCAL PROJECTS

There are 615 elementary/secondary school districts in the state. Of that total, approximately 100 have Community Education programs. Many programs are under the direction of volunteers or district staff, with only about 25 programs having full-time paid directors.

State planning, implementation, and demonstration grants are available to communities which show that their Community Education project will affect the K-12 program. Over the past six years, 100 Community Education projects have received this funding.

Orange City Schools
32000 Chagrin Blvd.
Pepper Pike, OH 44124

Michael R. Fritz
Director of Community
Schools & Recreation
(216) 831-8601

Type of District:	Suburban
Population:	14,500
Date Inaugurated:	April 1973
Paid Staff:	13 Full-time; 20 Part-time
Community Schools:	2 Elementary; 1 Middle; 1 High School
Annual Budget:	$1,100,000; 70% Fee Funded

The Orange School District, consisting of 25 square miles, a population of 14,000, and eight political jurisdictions, has special problems relative to geography and demographics. The villages which compose the school district are located over a large area, and their citizens are separated by historic community identities and a wide variation in income and social status. However, within each of these villages, many people share a common desire for communication and cohesiveness.

In response to these feelings and real needs, the Department of Community Recreation was founded in April 1973, with the support of the Orange School Board and $30,000 in seed money from the communities of Hunting Valley, Orange, Moreland Hills, Pepper Pike, and Woodmere. The program was formally established with the passage of a .5 mill, five-year operating levy in June 1975.

This initial period was marked by rapid programming growth and the emergence of an inter-agency council, the Federation of Orange Communities. In 1977, the District received a three-year $42,000 Community Education grant and became a model Community Education district for the Ohio State Department of Education. In recognition of its expanded role and service to the community, the Community Recreation Department was renamed the Department of Community Education and Recreation in June 1976.

In September 1984, as part of the Orange School's reorganization plan, Pepper Pike Elementary School was converted into the district's first Community Center. However, student enrollment in 1988 dictated that this facility be reclaimed as an academic center and a renovated Orange Center office building was established on 22 acreas of undeveloped property on the North Campus. All program personnel and services, including exclusive space for the Early Childhood and Senior Adult Centers, now operate out of four academic buildings on the South Campus. This new organizational focus generates a budget in excess of one million dollars and attracts 11,396 annual registrations (not including drop-ins) to over 9,598 service activities. This new focus also provided a new and more descriptive title, Department of Community Schools and Recreation.

On May 8, 1990, the community showed its support and appreciation for the efforts and services of the Department by passing a .85 mill five-year operating levy by a margin of 63%. The future continues to unfold with the projected development, by 1992, of the North Campus property into a center for recreational facilities. Thus, the Orange School System continues to make strides as the hub of activity for residents of all ages and interests within this unique community.

Community Schools and Recreation seeks to meet community needs through involvement in six goal areas:

1. Programming: To provide lifelong learning and leisure opportunities to residents of all ages and interests. Activities in this area are described in three seasonal brochures which are published annually. They include an Early Childhood Center, youth enrichment program, summer day camps, special recreation programs, Continuing Adult Education, Senior Adult Center, community sports and drop-in program, aquatics classes, and latchkey program.

2. Interagency Cooperation and Coordination: To facilitate and support interagency communications, coordination, and resource sharing. Working in conjunction with an interagency council, the Federation of Orange

Communities, Community Schools and Recreation actively support and facilitate the ideal that the community as a whole is better served, and that individual groups become more efficient, when interagency communication and cooperation exists. Efforts include publication of a Community Services Brochure; publication of the program newsletter, Orange Hotline, which announces all community activities; and coordination of facility usage, which provides space in the Orange Center and schools for specific community groups, like the Arts Council and Institute of Music.

3. Citizen Involvement: To create opportunities for citizen involvement and participation in the decision-making processes that serve to solve community problems or satisfy community needs through the development of service projects and activities. This goal is based on the ideal that the best way to communicate with people, generate support, and effect lasting change is through involvement. Some of the ways citizens are involved include the administration advisory councils, the program advisory councils, issue specific task forces, and citizen input through surveys and evaluations.

4. Community Resources: To identify and make maximum usage of existing community resources, including facilities and people. A human resource directory, citizen training workshops, use of town halls, churches, and youth/adult volunteer programs are examples of these efforts.

5. Community Development: To facilitate and support the development of needed community projects and services, such as the Leadership Breakfast, Community Council on Drug Education, Orange Jubilee, and the Community Park Project.

6. Efficient Administration: Through the model of participatory management, the professional team seeks to develop the most efficient method of administering the Department of Community Schools and Recreation.

Since 1973, most programs have been self-supporting through a fee structure. However, there is a low millage levy to cover only the administrative services needed to generate and maintain self-supporting programs.

Community Schools and Recreation is a large department which employs thirteen full-time personnel including a Director, Associate Director, three secretaries, and programs coordinators for youth services programs, site management, early childhood, older adult, and recreation. Part-time professionals are also employed for the summer camp program, youth dramatics, and in all program areas.

There are also over 100 adults and youths who contribute volunteer time and talent to benefit the community. Some areas of service include: Safety Town Leaders, Leaders in Training for summer camps, aquatics, preschool aides, and senior adult service areas. Each year, over 50 citizens offer assistance, talent, and ideas as they serve on one of the many program advisory councils which meet regularly with the various program supervisors. There are program councils for youth, preschool, adult, teen, summer camp, aquatics and sports, and senior adult programs.

Adult & Community Education Department
Springfield City Schools
Jefferson Center
50 East McCreight Avenue
Springfield, OH 45504

Randy Milner
Director, Adult &
Community Education
(513) 328-2147

Type of District:	Urban
Population:	70,000 City; 150,000 Metropolitan Area
Date Inaugurated:	Fall 1966
Paid Staff:	6 Full-time; 5 Part-time
Community Schools:	13 Elementary; 5 Middle; 2 High Schools; 3 Other
Annual Budget:	$230,000; 57% Fee Funded; 43% Local Funding

The Springfield Adult and Community Education Program is a department of the city school system. It is a broad-based operation serving all facets of the greater Springfield area with a variety of educational and enrichment activities that are both relevant and affordable for the entire population, ranging from kindergarten children to senior citizens. Although funded primarily through general funds of the Springfield City School System, some Adult and Community Education activities are entirely self-supporting, while others receive funds from the State Department of Education and the federal government.

Interagency collaboration efforts over the past twenty years have been extensive and have involved groups such as City and County Recreation, Mercy and Community Hospitals, Mental Health Services for Clark County, the Clark County Council on Aging, Boy Scouts, Girl Scouts, CampFire, Big Brothers/Big Sisters, Junior Achievement, private physicians and psychological groups, Clark County Schools, local businesses, and service organizations.

The primary source of citizen involvement is the Community Advisory Council, which meets quarterly and is a well-organized support and input group for the department. The Council assists in fund-raising efforts and special events and, in general, provides feedback from the community-at-large.

The project is closely related to the schools since it is an administrative unit within the system, is partially funded by the system, and conducts most of the programs in school buildings throughout the city. It is broadly administered by the Assistant Superintendent of Curriculum and Instruction and is directly supervised by the Director of Adult and Community Education.

The services and activities offered are broad and varied. They include:

- Adult Basic Education/General Education Development for those individuals who wish to learn to read or work toward a high school equivalency diploma;
- English as a Second Language which helps the foreign-born with fluency in English;
- Adult High School Completion, a diploma program for adults;
- Adult Evening Enrichment and Recreation which provides adults the opportunity to learn skills, to take classes which enhance leisure time, or to participate in recreation activities including basketball, volleyball, pickle ball, and other organized and "open" sports;
- After-School Youth Enrichment and Recreation which is offered in thirteen elementary schools throughout the city, presenting classes in a full range of subject matter, along with special tutorial programs; and
- Elementary and Middle School Intramurals which provide opportunities for fun and competition in a variety of sports.

The Latchkey Program, which began as a pilot in one school in 1985, has grown to accommodate four geographic areas of the city and now serves a population of 200 K-5 children after school until 6:00 p.m. The Latchkey Program is self-supporting and offers enrichment, caregiving, homework assistance, and general maintenance in a stimulating and safe environment.

There is also Water Safety through Port-A-Pools which uses three portable pools, rotated to nine school sites throughout the summer, to instruct children in swimming and other facets of water/beach safety. Summer sports clinics provide affordable, professional instruction in the basics of several sports and the Extended School Year program for elementary, middle, and secondary levels allows youngsters to upgrade skills and work on new subject matter for credit during the summer. There are cooperative agency projects which enhance each of the program areas, and help to provide facilities for activities of various community groups. Additionally, there is a graduate program offered to area professionals through Wright State University in Dayton. For twenty-seven weeks of the school year, teachers and other professionals may work on completing a master's degree at a local high school. The program has been very well received and is seen as a convenient way to pursue higher education.

Because of its scope, the program serves a wide variety of people, of varying socio-economic and educational backgrounds. Adult and Community Education is virtually everywhere throughout the City of Springfield, afternoons from the time schools dismiss, into the evening. Project evaluations and word-of-mouth reports, along with sheer numbers, show that the program is widely and very well accepted.

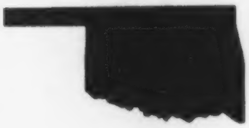
OTHER NOMINATED LOCAL PROJECTS:

North Olmsted Board of Education
27253 Butternut Ridge Road
North Olmsted, OH 44070

Greg Birney
(216) 777-7700, Ext. 284
Type of District: Suburban

Athens City Schools
P.O. Box 788
Athens, OH 45701

Regina Krannik
(614) 593-5541



OKLAHOMA

CONTACTS:

Oklahoma Lifelong Learning Association, Wanece Gibson, (405) 354-2579
Oklahoma State University, Deke Johnson, (405) 744-7244

STATE NETWORK

The state's Community Education support network is a developing one and, since 1978, has been successful in gaining recognition from the state legislature. The network is involved in the following activities:

Oklahoma State University Community Education Center is active in the areas of dissemination, training, research, and technical assistance.

The Oklahoma Lifelong Learning Association (OKLLA) is active in advocating on behalf of lifelong learning, especially in the areas of Adult and Community Education.

The State Department of Education, based on the recommendation of the Oklahoma Community Education Advisory Council Association (OCEACA), is responsible for developing and expanding Community Education in the state, with a goal of having at least one Community Education program in each of Oklahoma's 77 counties.

LOCAL PROJECTS

Currently, there are 92 Community Education programs in the state, 71 of which benefit from $401,000 in state Community Education funding. An additional 21 programs are in varying stages of development without benefit of these grants. An innovation has emerged this year: the Community Education Cooperative. Two communities are testing the viability of offering Community Education programs via a closed, interactive, fiber optics, telecommunications network. A second cooperative venture involves 15 districts demonstrating the power of joint agency efforts.

Lawton-Fort Sill Community Education
Center for Adult & Community Education
Lawton Public Schools
P.O. Box 1009
Lawton, OK 73502

Howard Johnson
Director
(405) 355-7727

Type of District:	Urban
Population:	100,000
Date Inaugurated:	1981
Paid Staff:	2 Full-time; 100 Part-time
Community Schools:	3 Elementary; 3 High Schools
Annual Budget:	$90,000

Interagency cooperation has been the hallmark of the Community Education effort in Lawton-Fort Sill. The Advisory Council is composed of representatives from the City Parks and Recreation Department, university, public library, County Extension Office, Chamber of Commerce and Industry, Board of Education, the local vocational-technical school, and the private sector. The Lawton-Fort Sill Community Education Program has worked to provide needed services and to avoid needless duplication. It provides publicity for not only its own programs, but also for those of all local, public, non-profit providers of lifelong learning services.

Administratively, the Lawton-Fort Sill Community Education Program operates within the Lawton Public Schools Center for Adult and Community Education and is funded through a small state Community Education grant, school district funds, and participant fees. The program's direction has been based primarily on the results of community surveys and input from a broadly-based advisory council. Classes are held in school district facilities and in a variety of community settings, such as restaurants, photo studios, malls, and sewing centers.

Community Education offers approximately 130 classes each year under the broad areas of personal development, health and safety, arts and crafts, home and garden, and educational enrichment. A twelve-page brochure listing class offerings is mailed twice annually to 38,000 homes in the Lawton-Fort Sill community. Enrollment in 1990 is expected to exceed 3,000. The brochure also provides information on public recreational facilities, latchkey programs, free Adult Basic Education classes, and other lifelong learning opportunities available through other providers.

The latchkey programs are a special concern of the local advisory council. They are a high priority because the community has many young families, a high percentage of whom are single-working or two-parents working. Many families also have incomes in the low to moderate range. State Community Education Start-Up grants have been used to initiate extended school day programs at two elementary schools; these grants have assisted with implementation expenses. School facilities are used without charge and parent fees eventually sustain the programs. Other latchkey efforts have included working with the County Extension Office in providing "Nine to Five" comic books and coloring books to elementary school children and resource books, film strips, and in-service training to elementary school teachers. The Community Education program also developed and administered a survey which helped bring about the CHATTERS line, Children Home Alone Telephone Reassurance Service, which operates twenty-four hours a day, twelve months a year, through a United Way agency.

The Lawton-Fort Sill Community Education Program is using available, identified resources to network with a variety of organizations, agencies, and private enterprise entities to enlighten the community and solve some of its more pressing problems. A 35-page booklet developed by the Community Education Program, "Living in Lawton-Fort Sill," lists agencies, institutions, organizations, and community services which provide education, training, health, social service, vocational, recreational, cultural, referral, and related services. Now in its fourth edition, the booklets are provided free of charge throughout the community. Community Education has also worked with the public library to develop a Mobile Books Program, similar to Mobile Meals.

Pauls Valley Community Education
P.O. Box 780
Pauls Valley, OK 73075

Patrick A. Nolen
Director
(405) 238-7508

Type of District:	Small City
Population:	7,500
Date Inaugurated:	September 1982
Paid Staff:	3 Full-time; 3 Part-time
Community Schools:	3 Elementary; 1 Middle; 1 High School
Annual Budget:	$80,700; 62% Local Funding; 19% Fee Funded

After a series of Town Hall meetings in early 1982, the community of Pauls Valley identified a Community/Youth Center and Program as its number one need. A committee was formed; and, after investigating many possibilities of how to best meet this need, it recommended developing a Community Education program. The community became convinced that by using existing school and community facilities, building on the already strong community support base, and implementing Community Education concepts, a program could be started immediately. Funding was achieved through a cooperative effort of the Pauls Valley Public Schools, the City of Pauls Valley, and a state grant. This joint school and city effort gave the school a new program which included a director, who also served as a recreation director for the city.

One strength of the program is the Pauls Valley Community Education Advisory Council which is composed of citizens representing broad and diverse segments of the community. Since most members are active in other areas of the community, there is always an excellent networking system that allows Community Education to expand or change as needed to better serve the community. Through an annual needs assessment and class/activity evaluation system, Community Education sets goals and objectives for each year's program.

Community Education offers approximately 150 classes and 150 activities each year. The classes are broad in scope and cover cultural, educational, health, and recreational areas. Many of the courses are offered for specific age groups, such as preschool, senior citizen, etc. Activities are year-round and varied to serve all segments of the community. Brochures are published three times a year and are included as a supplement in the local newspaper. Community Education also set up recreational sports leagues for the community with about 1,115 players participating on 75 teams in 14 leagues representing 13 different communities.

Pauls Valley Community Education is very involved in school sports and is in charge of all school cheerleaders, the school mascot, and the high school's four sports' homecoming ceremonies. Although the Community Education Program provides classes and activities for all ages and segments of the community, from the beginning, its emphasis has been on the area's youth. Groups were initially formed at both the high school and middle school and during their first year, the students held several activities, made a few rules, elected officers, and formed a youth council.

The high school group was designed as a spirit group but, in appearance and name, fashioned itself after a fraternity or sorority to make it more appealing to students. Pi Phi Pi is open to all students and is the largest club in school, with a membership that includes over half of the high school students. Each class is represented by at least one officer on an executive board, and two officers are chosen to serve, with full voting rights, on Pauls Valley Community Education Advisory Council. Monthly meetings are held by both the executive board and the general membership.

Pi Phi Pi is designed to be a social organization and, with the exception of the prom, is in charge of all after-school activities and dances. Members take bus trips to all out of town games. There is a recreational room, the "Pi Phi Pi House," that serves as a place to meet and play games, study, watch movies, listen to music, or just hang out. The room is "theirs," and they make all rules and regulations regarding behavior. Pi Phi Pi also is involved in several community service projects each year, such as the United Fund, food drives, the annual city-wide Easter egg hunt, and the Washita Valley Pioneer Days celebration. Each spring, a school survey is conducted to evaluate the past year's activities and to receive input for planning those for the next year. This means that each year's program is slightly different, which allows for current fads or trends to be included.

Pi Phi Pi also has a special "traveling squad" which presents programs about the club and Pauls Valley Community Education. They have been presenters at two National Community Education Association conferences, the NCEA Region IV Conference, and several Oklahoma Lifelong Learning Association state conferences, and the 1990 Missouri State Conference. Members have traveled extensively throughout Oklahoma giving programs in numerous communities and assisting others in the development of similar programs. Pi Phi Pi hopes to be a presenter at either the 1990 or 1991 National Community Education Association Conference.

For middle school students, there is the Youth Council, a service organization also sponsored by Pauls Valley Community Education. Begun in 1984 as a link between the middle school and Community Education, its purpose is to allow youths to have input into Community Education and to provide service to the community. Members are chosen from students who are willing to give time and energy to projects. Grades are not considered as a requirement and, therefore, all students have an opportunity to join. Membership is limited to a maximum of thirty students, or about ten percent of the enrollment.

Projects of the Youth Council include: taking cookies to nursing homes, babysitting for C-CAP and parenting classes; helping Community Education and the Chamber of Commerce at the Octoberfest and Mayfest activities; and helping Community Education celebrate National Community Education Day at its annual Christmas Bazaar. Activities sponsored by the Youth Council for middle-school students include: swimming parties, movie nights at the Pi Phi Pi House, miniature golf, a special activity in the spring, and an end-of-year party for eighth grade students. Halloween is also a special event for the Youth Council as they sponsor a dance for the school and donate all proceeds to the United Fund.

In 1986, the Youth Council began sponsoring an anti-drug club at the middle school called STAND, Students Taking Action, Not Drugs. Membership is open to all middle school students and currently over 116 of the 260-member student body belong. STAND members sign a drug-free pledge card and receive a STAND button and National Red Ribbon Week pencils and ribbons. Assemblies are held where students can listen to guest speakers and watch films and videos. In the summer of 1989, four members of the Youth Council attended an intensive two-day anti-drug workshop. They have been using this information to present skits and programs to local elementary students.

Currently Pauls Valley Community Education is in the process of building Phase I of a three phase Community Center. Phase I will include new Community Education offices and an indoor pool and locker facilities.

Prague Community Education
NBU 3504
Prague, OK 74864

JoAnn Howell
Director
(405) 567-2281

Type of District:	Small City
Population:	2,500
Date Inaugurated:	September 1979
Paid Staff:	1 Full-time
Community Schools:	1 Elementary; 1 Middle; 1 High School
Annual Budget:	$28,000

Prague Community Education developed as a result of a September 1979 meeting of a group of concerned citizens. They wanted to see if there was enough interest in offering adult night courses at the local school and placed a survey in the local newspaper to see what type of courses might be of interest. That fall Prague Public Schools offered its first six night courses to the general public. Forty-seven adults enrolled. This initial participation showed the need for a continuing education program in Prague. An advisory council, selected from a cross-section of the community, was appointed and Prague Community Education was off to a good start.

Starting with the 1980-81 school term, the school applied for a Community Education Grant from the Oklahoma State Department of Education. It received a $5,000 grant and has continued to apply for, and receive, grants each year. These grant funds are used to help pay the salary of a full-time director. The school district supplements the director's salary and provides other financial assistance to the program. Tuition fees are charged in an effort to make the courses and activities self-supporting.

Prague's population is 2,500, with a K-12 school enrollment of just over 960. Community Education has had tremendous support from all segments of the community--businesses, parents, school, and residents. People in Prague want to be involved in planning community events and want to insure that the community continues to keep lifelong learning a part of the school. Various agencies work cooperatively with Community Education to make it a well-rounded program. These include Community Action, Lincoln County Health Department, Prague Chamber of Commerce, Gordon Cooper Area Vo-Tech School, and Lincoln County Extension Services.

The school board and administration have been supportive of Community Education from the beginning and keep schools open to the public. By doing this, people in this community feel that the school continues to be an important focal point of Prague, long after high school graduation.

Prague's Community Education program offers courses typical of most Community Education programs and has enrichment programs for K-12. Operating alone or in cooperation with another local group or agency, Community Education often initiates or co-sponsors special projects. Examples of these special projects are:

- Prague Christmas Tree: In 1982, Community Education began sponsoring a Christmas project which serves about 60 needy families annually. A temporary store is set-up each holiday season and stocked with donated food, clothing, and gifts. Almost every church, business, organization, and individual in the community takes part in donating merchandise. Approved low income families do community work which earn points rather than money. Their points are then used to purchase merchandise in the temporary store.

- Community Health Fairs: Various health agencies work cooperatively with Community Education in annual health fairs which offer health tests, screenings, and services. Health fairs had not been offered in Prague prior to this program, and the response to the fairs has been very positive.

- Preschool: Community Education started a preschool program for four- and five-year-old children in 1986. This program has been well received by students, parents, and the school.

Prague Community Education continues to expand. The most recently implemented program is a non-competitive physical education class for middle school girls begun in 1989. Although there was a need for this class, there was a lack of general school funds to hire an additional teacher. Community Education was once again able to help by paying a certified teacher one hour a day to teach this class. It is scheduled into the girls' regular school curriculum and has no tuition fee.

Tulsa Adult and Community Education
P.O. Box 470208
Tulsa, OK 74147-0208

Judy McClure
Curriculum Coordinator
(918) 627-9178

Type of District:	Urban
Population:	500,000
Date Inaugurated:	September 1973
Paid Staff:	5 Full-time; 14 Part-time; 200 Part-time Instructors
Community Schools:	2 Elementary; 3 Middle Schools
Annual Budget:	$287,011; 65% Fee Funded, 28% Local Funding

Tulsa had the first Community Education program in the State of Oklahoma. It began at five sites in the fall of 1973 and has been recognized as a national model because of the cooperative efforts of funding and operation. It began as a joint effort between the Tulsa Public Schools and the City of Tulsa Park and Recreation Department. Although it is no longer co-sponsored by both parties, it has continued to be an innovator in Community Education in the state.

One of the most recent innovations has been computerization. The school district developed a multi-faceted program that includes curriculum planning, catalog production, enrollment, mailing lists, and statistical reports on the mainframe computer system. Each coordinator has his/her own computer that hooks into this system by telephone line and all department secretaries also have access to the system. This has enabled Adult and Community Education staff to keep enrollment information current, an important factor when enrollment is taken at many different sites. Further, the system can provide statistical reports in a short period of time, and with little effort.

The Adult and Community Education Department has a director who manages several programs in addition to Community Education. Other programs in this department include, Adult Basic Education, adult high school completion, GED testing, vocational education, and building rentals. There are five full-time coordinators responsible for the Community Education program. In addition, part-time supervisors are employed in the evenings at the four main school sites where classes are held. The program is largely self-supporting through funds generated by fees with district funds primarily used for the coordinators' salaries. The program's financial goal is to be 100% self-sufficient.

Each Community Education site has a citizen advisory council. This group of "community" supporters provides input for curriculum and evaluation and is involved in special projects as determined by the specific needs identified in that area. Many organizations and agencies work cooperatively to serve Tulsans. The Oklahoma Trial Lawyer's Association is in its third year of co-sponsoring the People's Law School. There are many other similar working relationships with agencies in the areas of parenting, health, and computer education.

The Community Education program is seen as an enhancement to the regular K-12 program. Many of the extra-curricular activities that have been cut from the regular school day are greatly welcomed by parents and teachers alike. Music, art, drama, dance, and computers are the most popular. A tutoring program is also available to help students in grades K-8 in basic subjects and those in grades 9-12 in math.

The program offers 250-400 classes in each of its five sessions per year. These programs are for all ages and encompass a broad range of subject matter ranging from educational enrichment, computers, and business to arts and crafts, cooking, and sports and physical fitness. The program serves the Tulsa Metropolitan area which includes many suburbs surrounding the City of Tulsa, although the main focus centers around the "communities" that are adjacent to the designated school sites. During 1988-89, there were over 1,500 classes offered; 85% of them had sufficient enrollment to be conducted, involving over 21,000 participants.

Community Education has been involved in meeting a variety of needs over the years. Adult computer training has been an increasing demand in the past few years. By working in cooperation with several computer stores, Tulsa Adult and Community Education has recently been able to add classes in Desktop Publishing. One member of the advisory council identified a need for Tulsans to become more aware of the rich Indian heritage in Oklahoma and, as a result, Community Education sponsored a five-part series on this subject beginning in November 1989. Several years ago, another advisory council became involved in the child safety restraint campaign. This advocacy resulted in state legislation on mandatory safety restraints for children and Community Education has established both a rental program for infant car seats and an educational component presented on request at meetings.

Funding for Tulsa Public Schools has been an issue for several years. Budget cuts have affected virtually every department and program within the district. Even though the Community Education program is not considered an essential component to the mission of educating the K-12 student, district support has increased over the years because of the powerful public support it brings, especially from those who no longer have children in school.

OTHER NOMINATED LOCAL PROJECTS:

Broken Arrow
Special Services Building
112 North Main Street
Broken Arrow, OK 74012-3937

Keith Kashwer
(918) 258-5545
Type of District: Suburban

Yukon Middle High School
320 South 9th Street
Yukon, OK 73099-2499

Wanece Gibson
(405) 354-2579
Type of District: Suburban

OREGON

CONTACTS:

Oregon Community Education Association, Robert Lofft, (503) 346-3996
Oregon Department of Education, Mike Bednarak, (503) 373-1264

STATE NETWORK

Oregon has had a rich history of cooperation among the members of its state-level Community Education network.

Oregon Community Education Association (OCEA) is responsible for furthering the concept of Community Education in Oregon. In relationship to the state plan, OCEA provides a link between its grass roots members' interests and those of state-level organizations and agencies.

Oregon Department of Education (ODE) is responsible for assisting school-based Community Education development in the state. Working with OCEA, the department serves as Oregon's link with the National Community Education Center and the state education agency network.

State Community Education Advisory Committee (SCEAC) advises the state superintendent. Its primary role is in helping to develop, promote, monitor, and update the state plan.

Community School/Education Directors/Coordinators represent the "grassroots" local K-12 practitioners.

Community College Community Educators (CCCE) represent area practitioners trained in the programming of educational opportunities.

Business-Education Partnership and Volunteer Service Coordinators carry out programs and activities designed to address the issues in their local communities.

In addition, Cooperative Extension Service agents, senior program leaders, vocational educators, recreation professionals, school faculty members, the Oregon School Boards Association, the Confederation of Oregon School Administrators, and the Oregon Community College Association are used to build coalitions and form support groups.

LOCAL PROJECTS

According to the 1989 OCEA Membership Directory, 24 Oregon school districts employ 104 Community School practitioners; 16 community colleges employ 105

Community Education practitioners; and 21 school districts employ 24 people who serve as either school volunteer coordinators or business-education partnership coordinators.

During the past few years the growth in local programs has been slow, primarily centered in volunteer-run and business-education partnership programs. While there appears to be potential for growth as districts turn to the flexible Community Education structure for child care, extended day programs, youth community service, and increased citizen and parent involvement, the decline of state-level support may have an impact on the capacity of local programs to respond to these needs.

Canby Community School
721 S.W. 4th Avenue
Canby, OR 97013

John Falkenstein
Director of Community Education
(503) 266-2086

Type of District: Small City/Rural
Population: 20,000
Date Inaugurated: October 1976
Paid Staff: 2 Full-time; 35 Part-time
Community Schools: 1 High School
Annual Budget: $175,000; 47% Local Funding; 46% Fee Funded; 7% Community College Funding

Canby Community School is successful in working cooperatively with other organizations to meet the needs of a diverse population. During the 14 years the program has been in operation, it has shifted its programming in an effort to meet current needs. The constants have been strong support from three sponsoring agencies, class programming, activities and special events for all ages, and a willingness to try something new.

The program is administered through Canby Union High School District which has assured ready access both to facilities and to the high school program. The Director of Community Education reports to the Superintendent. Clackamas Community College and the City of Canby contribute to the budget and assure that lifelong learning and recreational activities are offered. A joint resolution was signed in 1978 and a funding agreement is signed annually. In addition, the three elementary school districts within the high school district actively support the program.

There is a high school volunteer program coordinated by the Community School. Classes such as study skills, Behind-the-Wheel Driver's Education, and foreign languages are offered after school, many for students in K-12.

Collaborative efforts abound. The Canby Community School is involved with: the County Social Services Division in a Family Information and Referral Team program; the city library and the swim center in classes and activities; the local senior center in classes, field trips, and special events; the Red Cross; the Canby Arts Association which was formed by the Community School; and the local literacy council. The Community School has facilitated school and community task forces, coordinated community-wide wellness fairs, moderated community debates, helped develop the access program for the local nonprofit cable TV company, sponsored a parent cooperative preschool program and summer recreation program, offered leadership training and family programs, and conducted community-wide needs assessments.

The ongoing backbone of the program continues to be classes, workshops, and activities for all ages covering a wide range of subjects, such as fitness, vocational education, arts and crafts, basic skills, and other general interest topics. About 5,000 participants are involved each year in the Community School program in a district with a population of only 20,000.

Community Education
Hood River County School District
P.O. Box 920
Hood River, OR 97031

Mike Schend
Director
(503) 386-2055

Type of District: Rural
Population: 16,400
Date Inaugurated: 1973
Paid Staff: 2 Full-time; 200 Part-time
Community Schools: 6 Elementary; 2 Middle; 2 High Schools
Annual Budget: $ 259,932, 100% District Funding

The Hood River County School District's Community Education program operates with one full-time director and one full-time secretary. The director is part of the district administrative team and is considered on the same level as an elementary principal. Community Education also has a close working relationship with the area's community college, located 20 miles away, as well as with dozens of local agencies.

The program's strongest features are the youth and adult programs. Since there is no recreation district, Community Education fills most of the recreational needs for both young and old in Hood River. It also offers many senior citizen programs including one- or two-week travel vacations each year using commercial bus or air lines. Program offerings range from an annual full contact alumni football game to a cultural arts series in a local park. Community Education also sponsors and operates after-school care projects in the elementary schools.

During 1988-89, 9,783 people registered in 465 different classes and activities. For the last three years, Community Education programs have shown a profit, thus making them a tax-free benefit to local participants.

The Hood River School District is different than most in the fact that its schools are so far apart. The distance from a school at one end of the district to a school at the other end is 45 miles. Therefore, the role of Community Education as the central clearing site or "master scheduler" for the use of all school buildings, including classrooms, gyms, auditoriums, and cafeterias, is very important.

Oregon City Community Schools
P.O. Box 591
Oregon City, OR 97045

Robert Purscelley
Community Relations
Supervisor
(503) 657-2466

Type of District:	Small City
Population:	31,000
Date Inaugurated:	January 1977
Paid Staff:	4 Full-time; 275 Part-time Instructors
Community Schools:	1 Elementary; 1 Middle; 1 High School; 1 Other
Annual Budget:	$220,000; 90% District Funding; 10% Community College Funded

Several conditions exist that make Oregon City's Community Education program one of the state's most unique operations. It is cooperatively sponsored by the district and Clackamas Community College. The school district carries the bulk of the financial load and, as a result, is responsible for program leadership and development. Citizen involvement is evident by the large number of community volunteers who serve in various capacities with particular emphasis in the athletic programs. Additionally, citizen involvement is evident in the makeup of various advisory committees and theatre and program development.

In many ways, years of budget cutting have dictated the development and evolution of the Community Education program in Oregon City. Twelve years ago, for example, the Community Education program was primarily an Adult Education effort. When budgets were cut year after year, the Community Education program changed its focus from adult education to youth enrichment. Summer school, talented and gifted programs, foreign language classes, elementary athletic programs, and, for several years, junior high athletic programs were all sponsored by Community Education.

As these programs continued to evolve, budget cutting again persisted in the district to the point where one elementary school was closed for an entire year. In 1985, the Community Schools staff proposed to the school board that the facility be reopened and used as a Community Schools site, allowing for rent and tuition from classes to cover utility costs. As the building was reopened and continued to operate as a Community Schools center, several unique programming characteristics evolved.

The elementary school, now the Barclay Community School, features a 300-seat theatre. A community theatre program is now in its fifth year of production. Having a daytime facility like Barclay also allowed for some unique programming opportunities that aren't usually found in Community Education programs. For example, there are upholstery classes; a Ballet Academy; dance programs; and numerous preschool programs which offer arts and crafts, music, and cooking. Recently, an after-school child care program was developed which has now expanded to three elementary sites with plans being made for future expansion. The "Extended Day Program" is one of only three sponsored by a school district in Oregon.

The Community Education program in Oregon City has remained a sound program through the years. According to former School Superintendent Chuck Clemans, "The success of the Community Schools program in Oregon City, in the face of many years of budget cutting, can be seen in its flexibility in making its program become indispensable to the building administrators and the community."

Salem-Keizer Public School Community Education Program
Community Relations Department
P.O. Box 12024
Salem, OR 97309

Dan Kuzlik
Director of Community Relations
(503) 399-3074

Type of District:	Urban
Population:	97,000
Date Inaugurated:	1970
Paid Staff:	6 Full-time
Community Schools:	37 Elementary; 6 Middle; 5 High Schools
Annual Budget:	$330,000; 80% District Funding; 15% Fee Funded

The Salem-Keizer School District's Community Education Program model is unique. It serves the needs of the entire community through specialized programming and a regional approach. Each of the six Community Education coordinators serves an individual middle school region and specializes in a program area for district-wide programming. The model lends itself to strong parent, community, and business connections. The program has shown strong leadership in state and national Community Education networks, developed innovative and creative programming through a marketing approach, formed strong partnerships, and maintained an excellent communication system enhanced by computerization.

The program is funded through a variety of means: general fund dollars, grants, programming fees, advertising, and contributions. The six Community Education coordinators report to the District Director of Community Relations and, each month, a different coordinator reports to the Community Relations Advisory Committee, the only district committee that communicates directly to the board on a monthly basis.

Each coordinator is responsible for maintaining active contact with his/her region's local school advisory council and serves as a liaison with a community special interest group. These contacts promote citizen involvement in school and community activities. The relationship of the Community Education Program to the schools is cemented through consistent contact with principals, staff, and district departments. Each coordinator is responsible for scheduling the district facilities within their area. This responsibility encourages communication between principals, custodial and other school staff, and the regional coordinator. All schools are considered Community Schools and host a variety of Community Education programming. Another unique feature of the Salem-Keizer model is the delivery of curriculum support. Each year, the Community Education Program updates and produces a teacher's guide to community resource speakers. This resource guide, updated on a regular basis, is used frequently by school staff. Currently over 400 resources are listed in the guide.

The Salem-Keizer School District's Community Education Program offers a wide range of services and activities to the community. Several years ago, the program identified child care as a major problem area. In response, the coordinators called a forum of interested citizens and groups. Out of that forum, a school board policy was drafted for initiating child care services at local schools. In true Community Education style, the policy calls for active citizen involvement at each school site in determining needs, and in selecting and evaluating a program. In an effort to avoid duplication of services, the provider is selected from among those currently licensed within the community. Currently, twelve schools have school-age child care programs and more are in the planning process.

Some special programs have grown out of community needs. About one-third of Salem-Keizer's student population is on free/reduced lunch during the school year. Recognizing that this population was deprived of at least one nutritious meal when school ended, the Community Education Program initiated the USDA Free Summer Lunch Program in the area. The results have been astounding. In its second year, the program served 48,500 lunches, and it continues to grow.

There are also a number of inter-agency collaborative efforts. Examples of joint projects include: Bicycle Skills Fair, Youth Employment Seminars, Community Resource Fair, Youth Orientation Nights, Home Alone, Babysitting Skills Clinic, and "55 Alive." In addition, the Community Education Program has coordinated major citizen involvement activities like the Governor's Congress on Youth for Marion County. This activity brought together 400 representatives from different youth groups to outline a county youth agenda.

OTHER NOMINATED LOCAL PROJECTS:

Eugene School District 4J
Community Relations
200 North Monroe Street
Eugene, OR 97402

Gary Campbell
(503) 687-3309
Type of District: Urban

Clackamas Community College
7616 SE Harmony Road
Milwaukie, OR 97222

Wayne Loegmann
(503) 6577-8400

Portland Public Schools
6318 SW Corbett Street
Portland, OR 97201

Mary Ellen Conklin
Manager of Community Education Programs
(503) 280-5780
Type of District: Urban

PENNSYLVANIA

Pennsylvania participated in the National State Community Education Planning Project. However, at the completion of the five-year state Community Education plan, the individual in charge of facilitating the planning process retired. No one within the State Department of Education or other state agency or organization has emerged to assume a state facilitator role.

The 1990 Guide to Community Education Resources lists two contacts: Ira Harkevy, University of Pennsylvania, (215) 898-5351, and Margaret Mahler, Indiana University of Pennsylvania, (412) 357-4334.

LOCAL PROGRAMS

West Philadelphia Improvement Corps (WEPIC)
3906 Spruce Street
Philadelphia, PA 19104

George Brown
Executive Director
Rae-Scott Jones
Operations Director
(215) 222-8680

Type of District: Urban

The West Philadelphia Improvement Corps (WEPIC) is a school-based neighborhood and school revitalization program currently operating at seven West Philadelphia public schools. Although initially serving in-school youths, WEPIC attempts to create staff-controlled and managed, university assisted, comprehensive Community Schools that serve, educate, involve, and activate all members of the community. WEPIC views the school as a catalytic center for community improvement activities and understands the process of building Community Schools as a vital first step in revitalizing neighborhoods and improving public education. Developing and implementing a plan to reconstruct the school and neighborhood curriculum and to relate community improvement to all subject areas is a crucial part of this goal.

WEPIC is founded on the idea that the problems of "at-risk" communities (1) are comprehensive in nature and (2) require the resources of a wide range of partners. A unique coalition has been brought together under the umbrella of the West Philadelphia Partnership, a mediating organization composed of seven institutions and six community groups. WEPIC, a program of the West Philadelphia Partnership, includes the University of Pennsylvania; the School District of Philadelphia; the U.S. Department of Labor; the Commonwealth of Pennsylvania Departments of Education and of Labor and Industry; the Charles Stewart Mott Foundation; Philadelphia's Private Industry Council, Urban Coalition, Federation of Teachers, Area Labor Management Committee, and Building Trades Council; the Carpenters Joint Apprenticeship Committee; and various church and community groups. Due to this coalition, the program is funded by a combination of state, federal, and private support.

Although WEPIC is coordinated by a central administrative office, program operation is decentralized. Planning and decision-making occur at each school by teams of teachers and principals. Citizen involvement varies depending on the school, the neighborhood, and the specific project. At the John P. Turner Middle School, for example, community members helped to plan and staff a Community School weekend program. The Turner School is now creating a day care center, a neighborhood blockwatch, a health center, and an evening program, all in response to community needs. A West Philadelphia High School Housing Rehabilitation Project included participation by neighbors of the project worksite in decision making and the block leader attended meetings concerning the sale of the house. Another WEPIC group worked with the Florence Avenue Community Association building a community garden.

WEPIC serves over 550 youths and adults at West Philadelphia High School, and at six middle and elementary schools. After-school, summer, and school-day projects currently include: landscaping, abandoned housing rehabilitation, community history projects, work with the elderly, graffiti and litter removal, mural painting, construction projects, operating a school store, and a number of school-day projects linking WEPIC activities to the core curriculum.

A Saturday and evening Community School program at the Turner Middle School involving students, their parents, and community members has also been operating since January 1989. There are workshops and classes in carpentry, landscaping, woodworking, computer, arts and crafts, recreation, swimming, self-awareness, aerobics, dance, drama, health and nutrition, African-American history, and music. Evaluations of the program have been very positive and have included narrative reports, site visits, teacher reports, and community feedback.

WEPIC has been recognized as a national and international model by the Philadelphia Private Industry Council, the Commonwealth of Pennsylvania, the U.S. Department of Labor, and the German Marshall Fund of the United States. The program was one of four Philadelphia programs honored by President Bush at a White House ceremony in June 1989 honoring young volunteers.

The program has also been praised by public officials. In May 1989, Secretary of Labor Elizabeth Dole referred to WEPIC at length in a speech to the American Federation of Teachers/Department of Labor conference on "Participatory Leadership: School and the Workplace." Referring to WEPIC as an example of "business-education-labor cooperation (which) significantly touched the lives of all concerned," she stated that as a result of the program's efforts, "... the community has been revitalized in substance and spirit..." And, in June 1988, former U.S. Secretary of Labor Ann McLaughlin cited WEPIC as "a new model for partnerships" in a major policy address to the National Labor Management Conference and as "an example of the kind of cooperation we need for the future of this country" in a speech to the Chicago AFL-CIO in September 1988. Later that month, she addressed the National Contractor's Association and called WEPIC the kind of partnership "that is crucial in transforming at-risk children, at-risk schools, and at-risk neighborhoods."

OTHER NOMINATED LOCAL PROJECT:

Turner Community School
59th Street & Baltimore Avenue
Philadelphia, PA 19143

Marie Bogle
Administrative Coordinator
(215) 471-6410
Type of District: Urban

RHODE ISLAND

Rhode Island was one of the three states that did not apply for a State Community Education Planning Grant to assist in the preparation of a State Community Education Development Plan. The state has had limited Community Education development and no long-term contact person or agency has been identified.

As of April 1990, the Council of Chief State School Officers' Community Education Project identifies the state's Department of Education contact person as Edward T. Costa, (401) 277-2638.

SOUTH CAROLINA

CONTACTS:

South Carolina Association for Community Education, Cherry Daniel,
(803) 873-2901
South Carolina State Department of Education, Dalton L. Ward, (803) 734-8075
University of South Carolina, Larry Winecoff, (803) 777-7748

STATE NETWORK

The Community Education network in South Carolina has expanded to include 22 district level Adult and Community Education directors, 40 district-level Adult Education directors, and approximately 90 full- and part-time building-level Adult and Community Education coordinators. Leadership for the network is provided by the following collaborating agencies.

The South Carolina State Department of Education is responsible for carrying out the mandates of the 1976 South Carolina Community Education Act legislation and issue-specific programs (i.e., Education Improvement Councils, volunteers, at-risk youth, and education/business partnerships).

The University of South Carolina Center for Community Education Development provides graduate training in Adult and Community Education and offers technical assistance to school districts and other agencies for planning, improving, or expanding Community Education programs.

The South Carolina Community Education Advisory Council is composed of 15 interagency representatives active in Community Education.

The South Carolina Association for Community Education initiates and implements activities which promote and expand Community Education statewide.

LOCAL PROJECTS

South Carolina Community Education Fact Sheet for 1987-1988 lists:

- 47 school districts reported 70,000+ Community Education participants.
- 91 school districts reported 74,204 enrolled in Adult Education programs.
- 22 districts have full-time coordinators and serve over 7,500 social service clients and 4,700 vocational rehabilitation clients.
- Adult Community Education programs include senior citizen, adult vocational eduction, at-risk youth, school/business partnerships, and school volunteers.

Charleston Co. Community Education Program
Charleston County School District
3 Chisolm Street
Charleston, SC 29401

Patti D. Daniels
Director of Adult and
Community Education
(803) 723-5811

Type of District:	Includes Urban, Suburban, Small City, and Rural Areas
Population:	294,400
Date Inaugurated:	1973
Paid Staff:	11 Full-time; 516 Part-time
Community Schools:	15 Elementary; 11 High Schools
Annual Budget:	$984,835; 60% Fee Funded, 40% Local Funding

The Charleston County Community Education Program is jointly sponsored by the Charleston County Park and Recreation Commission, which provides 70% of the local, tax-based program funding, and the Charleston County School District, which covers the additional 30% plus all utilities. The program maximizes the tax dollar investment in present school facilities by extending productive use of the schools after regular hours. In fact, the Community Education Program provides the recreational, cultural, social, and enrichment services needed by the people of Charleston County.

In 1979, the Charleston County Park and Recreation Commission and the Charleston County School District cooperated in creating a county-wide network of Community Schools, adding four new rural Community Schools to the existing nucleus of seven schools. By virtue of this agreement, all eleven high schools in Charleston County house a Community School Program. Each high school now has a full-time Community School Director who is responsible for organizing and administering the programs the people in the Community School's service area want. Currently, 19 sites covering ninety square miles serve populations in rural areas which were previously unserved and which had received no financial assistance for educational and recreational programs. The Charleston County School District employs a full-time Community Education Director to provide administrative assistance to all eleven Community School Directors.

The Community Education Program has been enthusiastically received by the citizens of Charleston County. Annually, over one million contact hours are provided through the facilities and programs of the Community School system. In 1988-89, more than 8,900 people participated in Community Education enrichment courses; more than 59,000 attended functions at the Community School sites; and more than 11,500 people took part in recreational activities at Community School facilities in the rural areas. Annually, more 500 people are employed on a full- or part-time basis through the Charleston County Community Education Program. Community School Directors serve both educational and recreational needs within the community without duplication of services. Active volunteers assist in reducing program costs while providing the additional supervision necessary in youth-related programs.

Community Education not only offers evening classes at the high schools, it also offers an Extended Day Program to the elementary schools. This program based on the needs of the latch-key child is very popular and productive. It was originally implemented in Charleston County's School District No. 2 in 1985-86. Since then, it has expanded and now involves approximately 1,100 children at fifteen elementary schools. The Extended Day Program is self supporting and has been highlighted as a model program at the state level.

Community Education in Charleston includes a wide range of activities. The following provides an indication of the scope of Community Education's accomplishments.

- Over thirty urban and rural summer day camps are offered through the Community Education Program with an average daily attendance of almost 1,700 children.

- During a six-week period in the summer, 30,000 lunches are served at nineteen sites. Park and Recreation staff administered this federally-funded USDA Summer Feeding Program through Community Education with 40 employees and a budget of almost $60,000.

- A county-wide, twenty-eight page tabloid, The Directory, is published three times each year providing information on educational and recreational program offerings. Every household in the county is part of the half-million copy distribution.

- An all-day program concentrating on the arts is operated by Community Schools in cooperation with the Arts Council. This program makes use of what would otherwise be a vacant school building.

- The Charleston County Park and Recreation Commission provides an annual capital improvements program, awarding grants to Community Schools totaling $25,000. These grants have added facilities such as ballfields and playgrounds to existing Community School sites.

The Charleston Community Education staff is a group of concerned professionals who constantly seek to develop and improve not only their own professional status, but also the status of their program. Several Community School Directors hold office in the state association and have been recognized for their outstanding contributions, including the current president of the South Carolina Association of Community Education. This professional activity is important to Charleston, and the Park and Recreation Commission budget includes funds for Community School Directors to attend conferences at both the national and state levels. All eleven Community School Directors attended the 1988 National Community Education Conference in Orlando, Florida, and, accompanied by members of the Charleston County Park and Recreation Commission, the 1982 National Community Education Conference in Atlanta, Georgia.

Additionally, all new Community School Directors attend training at the National Center for Community Education in Flint, Michigan.

Charleston is proud of the Community Education Program and the recognition it has received. In 1989, the Charleston County Park and Recreation Commission was recognized as the "Outstanding Organization" by both the South Carolina Association of Community Education and the National Community Education Association for its efforts relative to the Charleston County Community Education Program.

Florence Districts 2, 3, 4, & 5
Adult/Community Education Consortium
P.O. Box 386
Lake City, SC 29560

Trisha C. Caulder
Director of
Adult/Community
Education
(803) 394-5517

Type of District: Rural
Population: 115,200
Date Inaugurated: July 1, 1984
Paid Staff: 2 Full-time; 5 Part-time
Community Schools: 3 Elementary; 1 Middle; 3 High Schools, 3 Vocational Centers
Annual Budget: Self-Supporting

Florence County consists mainly of rural farming towns with each having one or more large industries. Because of this, there are some residents who live a small city-type life while others live far apart on farms, seemingly making it one community within another. In South Carolina, Adult/Community Education is under the auspices of the State Director of Adult/Community Education and this office recognized the need for consolidating Florence County because it was receiving minimal educational services. Therefore, in July 1984, four of the County's five districts established the Florence County School Districts 2, 3, 4, & 5 Consortium. The Consortium was designed to bring to rural citizens a comprehensive program that would address local needs. To initiate a program of this magnitude, every possible method of publicity was used: radio, TV, newspaper, flyers, and door-to-door and "pass-the-word" communications. The uniqueness and individuality of each town was taken into consideration and attempts were made to convey the Adult/Community Education concept to local citizens through meetings held at the established Adult Education sites, in churches, and in public service buildings and through community organizations and clubs.

One of the program's strongest features is the unity of each district. Each is served individually but coordinated as a part of the whole, bringing together and sharing resources. An example of a coordinated effort is joint ownership of an education Robot, "Deputy Mac," actually purchased by the five school districts and the McDonald's Food Chain Company. This robot is used to educate K-12 youth in all safety and drug awareness programs throughout Florence County and surrounding areas.

One of the major concerns of the Consortium is the high illiteracy rate. Fifty percent of the area's adults do not have a high school diploma. Services and activities offered to address this problem include training volunteers to be tutors so that they can teach others. Peer tutoring uses high school students and establishes homework centers at schools, churches, and public housing sites.

Reacting to the employment needs of one town, a "Sewing School" was created to train adults on how to use high-powered industrial sewing machines. This program was a cooperative effort of the town Economic Development Commission, local manufacturers, the utility company, Adult/Community Education, and the Special Schools Division of the State Technical System. This interagency collaboration provided training for three hundred adults, approximately seventy-five percent of whom are now employed in Florence County. The program received national recognition.

Interagency collaboration is not limited to the Sewing School. Service agencies like Clemson Extension, the Department of Social Services, County Recreation, Community Action Agency, County Health, Council on Aging, and the Red Cross all cooperate with the Community Education program. Information is disseminated through workshops, seminars, courses, activities, and public hearings. All agencies are involved in providing services to senior citizens. To cite one project, senior citizens meet twice a week in an elementary school during the day to sharpen their everyday living skills and increase their literacy proficiency. However, it is the intermingling with elementary students at lunch that has proven to be invaluable for both generations.

Citizen involvement is apparent not only in participation in courses, but in community- specific concerns and issues. Jointly sponsored with PTAs, Community Education conducts seminars addressing such topics as latchkey children, child abuse, and drug prevention programs. Issues that prompted other seminars and panel discussions included AIDS, rape, and teen pregnancies. Programs within schools are designed to be relevant to the particular age of the particular schoolchild and serve to augment overstretched budgets by providing, for example, athletic equipment.

Adult/Community Education's slogan is "Light Up Your Life Days." Adult/Community Education light bulb logos were used to decorate publicity materials in public relations activities in two towns. The business community collaborated in this project by donating items to be raffled. Each employee of the cooperating business wore the "light bulb" logo -- the same logo appeared in on posters and in store windows -- and community members were given a short interest survey which was their entry in the raffle. This activity served several purposes: (1) it established a collaborative relationship with area businesses; (2) the publicity it received created an awareness of Community Education throughout the areas; and (3) the interest survey provided Adult/Community Education with the information it needed to plan future endeavors.

The diversity of each town will continue to be evident in the different kinds of concerns and issues that come from each community. Community Education will expand and develop at it coordinates the efforts of county/state agencies, school boards and personnel, state and local government, and total community involvement.

OTHER NOMINATED LOCAL PROJECTS:

Horry County Schools
Route 6, Box 201
Conway, SC 29526

Jim Powell
Director of Adult/Community
Education
(803) 347-4688
Type of District: Small City

Richland District 1
Logan Community School
815 Elmwood Avenue
Columbia, SC 29201

Dr. Carl Medlin
Director of Adult/Community
Education
(803) 733-6204
Type of District: Urban

SOUTH DAKOTA

South Dakota participated in the State Community Education Planning Project and completed a five-year state Community Education Plan. The state also reported obtaining passage of state Community Education legislation and received $25,000 in state funding for FY '89-90 through the State Legislature.

The long-term Community Education leader within the state retired at the conclusion of the state planning process. No response was received to the requests for up-dated state status information or for nomination of exemplary local Community Education projects.

The 1990 Guide to Community Education Resources lists the state Community Education contact as Floyd Boschee, University of South Dakota, (605) 677-5368). The April 1990 Council of Chief State School Officers' Community Education Project report identifies the state's Department of Education contact person as Gene Dickson, (605) 773-4716).

TENNESSEE

CONTACT:

Tennessee Community Education Association, Glenn Moore, (615) 259-8548

STATE NETWORK

Historically, Community Education has not had leadership at the state government level. While the Tennessee Community Education Association serves the state as an association, the organization, implementation, and monitoring of programs has been left to a self-selection process for individual school systems and/or private groups. The Adult and Community Education Division of the Tennessee Department of Education distributes resource materials once housed at the Tennessee State University Center.

LOCAL PROJECTS

Local leadership is sparse statewide with school principals usually implementing programs on an individual school basis. Community Education demographics for the state include:

- 1 full-time director of Community Education at the central office level.
- 2 full-time coordinators of Community Education at the central office level.
- 9 full-time Community Education coordinators assigned to local schools.
- 20 part-time Community Education personnel assigned to Community Education sites.
- 10 programs operating 6-8 hours per day, Monday-Friday.
- 53 programs operating 2-3 hours per day for 1-3 days per week.
- 38,000 Nashville program participants (1987-1988).

Community at School
Alvin C. York Institute
P.O. Box 70
Jamestown, TN 38556

Casher A. Choate
Director of Community
Education
(615) 879-8101

Type of District: Rural
Population: 15,000
Date Inaugurated: 1985
Paid Staff: 1 Full-time
Annual Budget: $35,000; 60% Union Bank; 30% York Institute

Jamestown, Fentress County, Tennessee is an isolated rural area with a high illiteracy rate and a low socio-economic population. Two-thirds of adults lack a high school diploma and one-third never went past the eighth grade. The Community Education Program at Alvin C. York Institute provides hope to the area's citizens for a brighter future by addressing the specific issues and problems of its service area. The program is active in:

- Attacking the literacy problem;
- Improving the skills of the disadvantaged adult population;
- Attempting to meet the cultural and recreational needs of an isolated rural area;
- Helping those in poverty circumstances to gain upward social and economic mobility;
- Creating, implementing, and directing a program of learning which will enable all people to fulfill their unmet learning needs on a lifetime basis; and, in general,
- Helping people to replace resignation with hope.

The program is headed by a professional educator, the Director of Community Education, who works collaboratively with public agencies, parents, businesses, volunteers, and other interested people in providing programs to meet community needs. A local bank, the Union Bank, provides funds to pay the Director's salary. Professionals from the Fentress County Hospital, the Tennessee Department of Human Services, the Tennessee Department of Health and Environment, the Chamber of Commerce, and other organizations volunteer to provide programs to the school. Other area businesses are also involved including the Progressive Savings Bank, Micro Metals, Taubert's Appliances, Fentress Company Florist, and Greentree Nursery.

The cost for fee classes ranges from $2 to $5 for a two-hour block, according to the type of class or activity and the charges set by the instructor. There are also many free services. Volunteers come to the school to provide one-on-one tutoring in reading. The teaching staff also volunteers by coming back to school at night when asked to provide instruction in needed areas. The local news media provide free publicity and advertising for the program. Local attorneys provide free seminars; local tax consultants provide income tax workshops; and local medical facilities and medical professionals provide yearly health fairs for the community.

The Chamber of Commerce and the Private Industry Council have joined together to provide an instructor for a career planning program for disadvantaged York students. This program provides students with the skills necessary for job success. It teaches them job-seeking skills, such as resume writing, positive work attitudes, interviewing techniques, and how to properly fill out an application form, things which the students would not normally be taught in regular classes.

York Institute serves as Jamestown's center for learning and recreation. Programs are provided to develop new skills through vocational and academic courses and to enhance socially, culturally, and recreationally the lives of citizens. According to records, program activities have had a positive impact on more than 9,000 people. Since the inception of the GED testing program in January 1988, approximately 200 people have received their high school equivalency diplomas. More than 200 people have taken graduate and undergraduate college courses in the past two years and more than 700 have participated in self-enrichment and personal development classes. Recreational activities have served more than 1,000, while social activities specifically designed for senior citizens served approximately 100. The high school track and jogging trail accommodates more than 50 a day during the spring-summer-fall seasons, and more than 20 a day use the weight room at the fieldhouse year-round. In Jamestown, Community Education is truly the community at school.

Extended School Program
Murfreesboro City Schools
400 North Maple Street
Murfreesboro, TN 37130

Beverly K. Calloway
Special Projects Director
(615) 893-2313

Type of District:	Small City
Population:	40,960
Date Inaugurated:	January 1986
Paid Staff:	5 Full-time; 140 Part-time
Community Schools:	7 Elementary Schools
Annual Budget:	$743,397; 100% Fee Funded

The Extended School Program (E.S.P.), by design and intent, touches the heart of the American way of life. It is a highly visible program and a fiscally sound plan for local government. E.S.P. has become a state model for innovative, cost-efficient programs that serve business, community, and student needs. Its design is cost efficient in two ways. First, based on the philosophy that only users pay, tuition is required for student participation and the entire program, including the Program Director's salary, is funded by student fees. Second, it allows a more efficient use of school facilities.

E.S.P. is part of the Murfreesboro City School System, and the Director is located at the central office. This centralized location allows the administrative staff, superintendent, and school board to be involved in all aspects of the program. Each of the seven participating school sites has a director and secretary, as well as enough staff members for a 10 to 1 student-staff ratio.

The program has established a partnership with Middle Tennessee State University. Tutors from the University supplement staff and parent volunteers in providing one-on-one special assistance. Through a cooperative agreement, education majors at the University may in turn receive credit for time spent in this "laboratory" setting.

Today's high paced academic programs pressure teachers, principals, and school officials to teach many skills in a short time. E.S.P. helps reduce these pressures by offering a diverse program. Students enrolled in E.S.P. have introductory exposure to many activities, such as music, violin, cooking, cross-stitch, foreign language, art, woodwinds, science, Tae Kwon Do, computers, Karate, Boy Scouts, Girl Scouts, Brownies, sports clinics, sign language, Odyssey of the Mind, puppetry, hot air balloon making, Chess Club, guitar, and calligraphy. At each of the seven participating schools, an hour also is set aside for homework. During this time, tutors from the University, as well as Career Ladder teachers, are available to assist students with their assignments.

The Extended School Program has become a state as well as a national model. It was even recognized as having the "Winning Curriculum" by the American School Board Association in 1989. Within Murfreesboro, it is viewed as a solution to the problem of latchkey children; as a way to expose children to extensive educational and recreational activities; as a method of relieving parents from worrying about what their children are doing after school; and as a more effective use of school facilities. The benefits to the community, area businesses, parents, and students are limitless. Many voices in Tennessee say that the Extended School Program is an idea whose time has come!

Metro-Nashville Adult and Community Education
Metropolitan Public Schools
2601 Bransford Avenue
Nashville, TN 37211

Dr. Glenn Moore
Director of Adult and
Community Education
(615) 259-8549

Type of District:	Urban
Population:	42,000+
Date Inaugurated:	1971
Community Schools:	6 Elementary; 7 Middle; 9 High Schools; 17 Other
Annual Budget:	$1,000,000; 60% Local, 40% State and Federal Funding

Community Education in Metropolitan Nashville is well organized and flourishing with citizen involvement and governmental support two of its strongest features. More than fifteen Advisory Councils participate in the planning, implementation, and maintenance of Adult and Community Education. Members of the Metro Council, representatives from business and industry, and civic leaders serve on each Advisory Council.

The program, a distinct department within Metro Schools, has a full-time director who administers the program through nine full-time coordinators, serving 39 schools. These schools in turn serve 39,000 participants. Programs and services in 1988-89 included:

- Before- and After-School Care: Over 1,500 students attended programs at 39 area public schools.

- Adult Basic Education (ABE): Seventy-four classes served 1,800 participants working toward a high school diploma.

- Adult Vocational Education: Two hundred seventy-seven classes served 2,029 participants enrolled in job training and/or apprentice programs.

- Cohn Adult Learning Center: Over 400 students participated in a unique high school just for adults, 18 years old and older. The Center offered higher education credit courses as well as non-credit courses, and houses the Senior Renaissance Center.

- GED Testing Program: During 1988, 1,944 participated in GED testing with 1,164 diplomas awarded.

- One Room Drop-In School (ORDIS): A special project of Governor McWherter, ORDIS was designed as a pilot program for prevention and intervention for at-risk students. The program is currently operating in a housing project and serves preschoolers through adults. Secretary of Education, Lauro Cavazos, visited the site in 1989 and recommended the concept as a model for other school systems.

- English as a Second Language (ESL): Twenty-one programs served 415 people whose primary language is not English.

- Special Services: This area included GED diagnostic testing, classes for legal aliens and remediation training for the homeless. The number of participants varies according to a number a factors, like the weather and availability of work.

- Volunteer Services: One hundred twelve programs were served by 5,565 volunteers.

- Volunteer Literacy: This volunteer program matched, on a one-on-one basis, over 400 tutors with those who wish to learn read.

The importance of the Adult and Community Education Program has been recognized in Nashville. When Metro Government had a projected shortfall of $80 million for 1989-90, the new Mayor's recommended budget contained a 93% budget cut for Adult and Community Education. Forty Nashville councilpersons and other governmental officials quickly and forcefully showed their support for the program. Within 48 hours, Advisory Councils and Metro Councilpersons were successful in restoring the budget to ensure the continued employment of all full-time coordinators and programs!

Community Education is a viable component of the total educational program for Metro Nashville Public Schools. As a Metro Councilman said in an open council meeting, "Metro Nashville cannot afford to be without Community Education. The money spent is the most efficient use of dollars this body appropriates."

OTHER NOMINATED LOCAL PROJECT:

Harriman City Schools
1002 Roane Street
Harriman, TN 37748

Nancy Wimmer
(615) 882-9242
Type of District: Rural

TEXAS

CONTACTS:

Texas A&M University, Cliff Whetten, (409) 845-2620
Texas Community Education Advisory Council Association, Edith Caldwell, (512) 826-6023
Texas Community Education Association, Jane Westbrook, (817) 598-2806
Texas Education Agency, Division of Adult & Community Education, Deborah Stedman, (512) 463-9447

STATE NETWORK

The support network for Community Education in Texas is focused around the efforts of four organizations. Each has a specific and complementary role in the support and promotion of Community Education statewide.

Texas A&M University, Center for Community Education (CCE) focuses on Community Education planning, development, and training. It functions as the "convener" when various individuals and organizations work on planning activities. Involved in research and training efforts, it also develops and disseminates materials and is responsible for a statewide newsletter.

The Texas Community Education Association (TCEA) acts as the interagency coordinator for Community Education. It holds an annual statewide conference and works constantly to promote Community Education throughout the state, especially at the legislative level.

The Texas Community Education Advisory Council Association (TCEACA) is also involved in promotion and legislative efforts. Its unique area of expertise and activity is advisory council training.

The Texas Education Agency, Division of Adult & Community Education (TEA) serves both a regulatory and advocacy role. It functions in the regulatory mode when funding of local Community Education programs is concerned and takes an advocacy stance in relationship to the State Board of Education. Additionally, it sponsors Texas' annual Adult and Community Education Conference.

LOCAL PROJECTS

There are many individual local programs focusing on a variety of topics, such as at-risk students, literacy, school-community partnerships, drug abuse prevention, and administrator leadership training.

System-wide Projects:	112
Building Level Projects:	193
Community Education Directors/Coordinators:	162

Austin Community Education
5555 North Lamar Blvd., H-121
Austin, TX 78751

John Moore II
Director of Community Education
(512) 451-7426

Type of District:	Urban
Population:	499,400
Date Inaugurated:	1973
Paid Staff:	21 Full-time; 9.75 Part-time
Community Schools:	8 Elementary; 3 Middle Schools
Annual Budget:	$2,315,103; 34% Local Funding; 34% Fee Funded

Austin Community Education was established in 1973 as a result of the community's concern about the deterioration of its neighborhoods due to vandalism and apathy. Since then, Austin Community Education has become a major force in the continuing development of Austin as one of the most "liveable" cities in the country. True to its mission statement, Community Education not only develops its own educational, self-improvement, community development, and leisure programs, but also "connects" people with programs offered by other agencies and businesses. In so doing, Austin Community Education provides a complete and well-rounded program, always developing that which its community needs and wants.

A unique feature of the program is its funding system, a partnership between the Austin Independent School District and the City of Austin, two otherwise separate entities. By virtue of a joint resolution which is reaffirmed annually, the city and the district provide the major funding for the operation of the program, with the balance of funds coming from tuition and Texas Education Agency grants. Although funded by both the city and the district, Community Education is administered by the District and complies with all district policies and procedures in the operation of the program. This arrangement allows for smooth communication and coordination between the district staff and the Community Education staff at each of the 11 school sites that are Community Schools.

The Austin Community Education Consortium guides Austin Community Education on all matters of overall program importance. The Consortium includes representatives from a variety of organizations, including neighborhood and civic groups, school PTAs, and officials from both the city and the school district. There is also a representative from the Advisory Council of each Community School. These individual school advisory council representatives help shape the emphasis and scope of programming at each school site to ensure that the community's needs are met.

In 1988-89, over 31,000 people enrolled in Community School classes in Austin. Another 294,000 participated in Community School activities other than classes, such as neighborhood meetings and fairs. Austin Community Education now offers over 1,100 classes, workshops, and seminars during each of its four annual sessions, with the specific offerings reflecting the needs of the local community. For example, when the local economy was in a slump beginning in 1986, Community Education actively strengthened its vocational program, emphasizing computer, managerial, clerical, technical, and business training. Community Education now has three computer training centers each with 10 IBM PCs or compatible computers for hands-on instruction. The vocational program has helped participants improve their skills, making them better able to compete in the job market.

Special programs include participation in the United States Immigration and Naturalization Amnesty program. Austin Community Education has been working with the local community college to provide English and civics classes to those individuals seeking permanent resident status in the U.S. Over 2,000 people participated in this Amnesty program at Community Schools in 1988-89.

Another special program is the Austin Summer Reading Camp, sponsored by local businesses and administered by Community Education. In 1989, the Summer Reading Camp identified 43 second grade students who were at-risk and gave them math and reading assistance in the morning followed by summer camp fun in the afternoon. Parents were required to participate by taking parenting instruction so that they could help their child improve his/her classroom performance.

In addition to developing its own programs, Austin Community Education works with over 200 other organizations and businesses to provide a connection between their services and the people who need them. These include literacy and educational groups, such as the Travis County Literacy Council, which offer literacy tutoring; health organizations and the Red Cross, which offer CPR classes; city departments, such as Parks and Recreation, which coordinate fairs and summer programs with neighboring Community Schools; businesses, such as dance and aerobics studios, which offer classes; and high tech companies, like Texas Instruments, which offer computer drafting seminars.

Austin's Community Schools are also available for community development needs. Each Community School provides use of its facilities to neighborhood, civic, social, and business organizations, such as the Austin Civic Orchestra, local crime watch groups, Boy and Girl Scouts, and local neighborhood councils. Many community issues and problems have been addressed at the Community Schools.

Serving the Austin area's 500,000 residents, Austin Community Education will continue to be a connection for Austin and Central Texas residents to affordable classes and programs for self, neighborhood, and community development. Plans for the future include making use of ten more sites as Community Schools in areas not currently served. Programs will, of course, be specifically tailored to those areas. By Summer 1990, 21 Community Schools should be in place.

Bay City Independent School District
Community Education
1301 Live Oak
Bay City, TX 77414

Suzy Thompson
Director of Community Education
(409) 245-1604

Type of District:	Small City
Population:	20,000
Date Inaugurated:	January 1975
Paid Staff:	3 Full-time; 4 Part-time
Community Schools:	1 High School
Annual Budget:	$150,000

The strength of Bay City's Community Education program lies in its Advisory Council, which has been active since the program began in 1975. During an annual retreat at the beginning of the school year, the Council sets goals and objectives for the year which gives direction and focus for both the Council and the Community Education staff. Over the years, the Council has evolved from serving in a strictly "advisory" capacity into being a full "working" council. Three basic task force committees (communications, business, and education) provide the structure, and each member of the council serves on one of these committees. Once the year's overall goals have been determined at the retreat, members are grouped in their respective committees where follow-through plans are developed. There are additional committees, such as by-laws, nominations, and membership, so that members typically serve on more than one committee.

In addition to providing focus, the Council functions as the liaison between the community and the school. An ongoing project of the Council is the school-home newsletter which the Council publishes four times during the school year. Named PAW PRINTS, this is the only school-home newsletter that reaches every parent and has proven to be a valuable service to the school district. Parents of high schoolers receive their copy in the mail while students in the other schools carry the newsletters home to their parents. The Advisory Council selects the editor who is responsible for gathering news from each campus as well as from the Central Office, including the Superintendent's message to parents.

Community Education is staffed by a director, a Community Schools coordinator, a full-time secretary, two part-time secretaries, and two part-time building supervisors. Community Education is the umbrella and parent organization for the Amnesty Program and the Literacy Volunteers of America-Bay City Chapter. In a mutually compatible arrangement, these programs fund the two part-time secretaries and, in turn, Community Education provides them with office space, equipment, and administrative support.

Community Education's funding sources have varied over time. During the five peak years of construction of a nearby nuclear power plant, Community Education offered apprenticeship programs for several trades and received generous state funding for the approximately 800 student apprentices. Currently, funds are obtained from the state for vocational courses, while the local program generates funds through course tuition. Community Education also receives funds from a neighboring town's community college for the services it provides in promoting and facilitating community college credit courses offered at the local high school. Gifts received from local industries and civic organizations support the Adopt-A-School and LVA-Bay City programs. In addition, the school district augments the Community Education budget as needed.

Community Education is held in high esteem in Bay City. Each year's program is unique and there has been a wide variety of community involvement activities sponsored by the Council. The following are just a sample of the scope of Bay City's Community Education activities.

- The Council identified the need to resolve a potentially unsafe situation. There are three major industrial plant sites located south of town while the hospital is located on the north edge of town; the two locations are separated by a busy east-west railroad tract which blocks all north-south traffic for significant periods of time. The Council wrote letters and made personal follow-up visits to the railroad, county commissioners, city council, and city police department. The result was the installation of compatible two-way radios for the train engineers, ambulances, and city police force, whereby the engineer could be immediately informed of rushing ambulances so that trains could be unhitched/removed from a predetermined crossing.

- Bay City is a small town with limited cultural offerings. Therefore, the Council observed National Community Education Day by holding a reception which featured an opera singer as Artist-in-Residence. The Council also arranged for the U.S. Army Field Band and Soldiers Chorus to hold a concert in Bay City. Members issued free tickets throughout the county and eleven hundred people attended.

In addition to the Advisory Council's activities, Community Education provides classes in the categories of college credit, enrichment, vocational training, GED preparation, Adult Basic Education, English as a Second Language, physical fitness, and personal growth. Programs under the umbrella of Community Education include Adopt-A-School, Career Day at the High School, Literacy Volunteers of America-Bay City, CARES School Volunteer Program, the Amnesty Program, and the Driver's Education Program. Between 4,000 and 5,000 participants are involved in Community Education each year. The participation is comparable to the school district's student enrollment of 4,600 and represents about one-fifth of the community's population.

North East Independent School District
Community Education
2523 Bitters Road
San Antonio, TX 78217

Kaye Fenn
Teen Parent Coordinator
Arline Patterson
Director of Community Education
(512) 657-8866

Type of District: Urban/Suburban
Population: 225,000
Date Inaugurated: 1970
Paid Staff: 18 Full-time; 300 Part-time
Community Schools: 2 Elementary; 2 Middle; 2 High Schools; 1 Other
Annual Budget: $1,150,000; 50% Grant Funding; 42% Fee Funded

San Antonio is the ninth largest city in the United States and has the second highest poverty level in the country. North East serves a large urban/suburban community within San Antonio which is over sixty percent Hispanic, has a large senior citizen population, and is heavily impacted by the military. The North East District is considered one of Texas' best and is the only district in the nation with seven Presidential Exemplary schools.

The North East Independent School District Community Education Department has addressed successfully the challenge to become the vehicle through which the broad societal needs of a large community are met. There are more than 300 committed and energetic members of Community Education's eleven advisory councils. These councils link a well-trained professional staff with diverse resources and are responsible for a blending of talents, ideas, and resources that reach to the very core of Community Education. The councils bring people together in a democratic process so that each contributes to helping all learners reach their fullest potential. This community involvement has earned the North East Independent School District Community Education Department recognition as a model for the creative and effective use of resources to serve local needs.

Community Education is part of the School District's Division of Instruction and Community Education staff members are considered administrative personnel. As such, they attend all facets of district leadership training. The Community Education Director and staff work closely with all personnel resources in the community. City, county, and state officials are represented on Community Education advisory councils, while Community Education staff participation on councils ensures that planning is comprehensive and encourages community involvement in all programs. A vibrant and growing volunteer program, the employment of a business manager, and a thorough understanding of financial management by the staff all add to the program's success.

Financing is Community Education's greatest problem. The North East Independent School District staff has demonstrated an exemplary ability to seek and receive funds to operate many of the more costly programs that serve special populations, such as adolescent parents, at-risk students, literacy, minorities, and the disadvantaged. In 1989, $600,000 in grant funds were used to underwrite programs for these special populations. An additional $500,000 comes from class fees. Community Education has use of school facilities without charge, including custodial help, utilities, and office equipment, at all forty-two schools. Only four percent of the total Community Education budget comes from tax dollars. These figures include all administrative and support positions. The successful searches for monies has also enabled the North East Independent School District to keep a very moderate fee structure.

Community Education puts volunteers in schools, provides incentives for attendance through businesses, assists schools on committees, and is part of the overall education program of the district. It has become the primary delivery system for a variety of services. In the last few years, the number of classes has grown to over 500 offered three times a year, and the enrollment has increased to 16,500 annually. Public school facilities are used for evening programs and partnerships have been formed to use businesses, churches, clubs, recreational facilities and other organizational facilities. Community Education also is addressing those issues that are weakening families and are too unwieldy for the public school K-12 programs, such as illiteracy, adolescent pregnancy, affordable day care, family involvement, job training, at-risk/drop-out, amnesty, parent education, GED, and drug and alcohol abuse. The following are examples of grant-supported Community Education programs.

- Nimitz Community Involvement Project is a comprehensive effort of the city to target one "at-risk" middle school in the district. Business partnerships, volunteers, other educational institutions, and agencies have pooled their efforts and use drama, writing, reading, mentoring, and tutoring in combination with other educational strategies to effect success with the students who were not previously responding to schools. This project implemented more than twenty-five programs that together raised TEAMS scores from the bottom twenty-fifth percentile to the ninety-third and ninety-fourth percentile in reading and math. The City of San Antonio chose Nimitz as the model for dropout prevention and initiated mini-grants in all sixteen school districts to start collaborative efforts.

- Teen Parent Grant enables Community Education to conduct a vocational education program for pregnant and parenting students in the district. Support services include counseling, parenting classes, child care, and transportation.

- Adult Basic Education encompasses literacy, reading, citizenship, classes in English as a Second Language, GED preparation, and basic education skills.

- Family Resource Center, first of its kind in San Antonio, is located in Central Park Mall and uses its resources to support other Community Education programs and to enrich family life in the local community. One unique offering at the Mall is the "Walk in the Park," which is held every Thursday morning. Over 150 walkers, mostly senior citizens, gather to hear a speaker and have coffee, juice, and rolls at a cafeteria which is open only to them. Trips, volunteers in schools, walking competitions, and health fairs have resulted from this activity.

- Family Literacy is a model project operating in two of the district's elementary schools and at the Family Resource Center. It serves disadvantaged families by providing basic education classes, parenting classes, and learning activities for children.
- Workplace Literacy is a partnership program between the district and businesses to teach basic job skills and literacy programs on-site to the employees of cooperating businesses.
- Apprenticeship Program establishes classes in apprentice trades, skilled crafts, and technical and professional fields under the guidelines of the Bureau of Apprenticeship and Training.
- Project Workforce 2000 provides training programs and activities for the unemployed, the underemployed, displaced homemakers, and single parents. Limited tuition assistance is available for qualifying participants.
- NEU WAY Program (North East United Way) is for youths age 16 to 21 who have left school. The program offers counseling, assessments, job training, and other services for the transition from school to employment.

Weatherford Community Education
P.O. Drawer N
Weatherford, TX 76086

Jane Westbrook
Director of Community Services
(817) 598-2806

Type of District:	Rural
Population:	20,000
Date Inaugurated:	January 1972
Paid Staff:	5 Full-time; 2 Part-time
Community Schools:	5 Elementary; 2 Middle; 1 High School
Annual Budget:	$836,643

Community Education in Weatherford, Texas, is a well established institution within the community. It is an integral part of the school system and provides support services to all school campuses through special programs. One of the original five Community Education projects in Texas, it has grown into a multi-faceted program which serves the needs of the community, from preschool children to senior citizens. This is achieved through the creative use of outside funding sources, extensive parent and community involvement, close coordination with K-12 staff and programs, and innovative programs modeled to fit the unique needs of the community. The program is funded by tuition and participant fees, local district support, United Way support, city support for the recreation programs, some local business and organizational support, and state and federal special project grants.

The Community Education program is under the direction of the Director of Community Services who reports directly to the Superintendent of Schools. The Director is a full member of the administrative team, is actively involved in central office administration activities, and shares district administrative responsibilities. There is a Community Education Advisory Council which provides active citizen involvement in identifying needs and in planning and implementing Community Education programs to meet those needs. In addition to the Community Education Advisory Council and a County Literacy Council, a number of community and school task forces have been utilized to address specific issues and to develop and implement action plans to solve community problems. This "teaming" process permeates all areas of the school district and community and has brought strong support for the school district because it involves parents and community members in a decision-making process as educational issues are addressed.

There are also cooperative working agreements with the City of Weatherford, Parker County Commissioners, County Youth Services, County Committee on Aging, Chamber of Commerce, Parker County Transportation, the courts, and most other city and state agencies within the area. Local banks provide financial support for publication of the program brochures, and local civic organizations provide funds for student scholarships for classes.

Through Weatherford Community Education, there are approximately 70 to 80 classes offered in each of three semesters, fall, spring, and summer. These classes provide a variety of learning opportunities for young and old in areas of enrichment, life skills, vocational training, arts and crafts, and recreation. In addition, the following special programs are coordinated through the Community Education program:

- Adult Basic Education, Reading for Success literacy program, GED preparation, a competency-based high school diploma program, and ESL/Citizenship classes for approximately 800 adults;

- Student Assistance Model Projects - K-12, funded through the Texas Commission on Alcohol and Drug Abuse;

- Parker County Drug Education Co-op which serves eight county school districts with over 10,000 students and 600 teachers/staff members;

- Alternative class, alternative school, and special tutoring programs for handicapped students funded through Job Training Partnership Act;

- City recreation leagues for adults in flag football, men's and women's basketball, volleyball, softball, and tennis; and

- Adult training and retraining programs in office/business skills, and day care workers certification.

Weatherford Community Education has identified and served special needs throughout the years and, through active involvement of community members, has made a positive impact on the community. The strong support of the Board of Trustees and administration has held the door open for Weatherford Community Education to truly function as a model project for Texas.

OTHER NOMINATED LOCAL PROJECTS:

Fredericksburg Independent School District 202 West Travis Fredericksburg, TX 78624	Sue Ford Director of Community Education (512) 997-7182 Type of District: Rural
Allen Independent School District P.O. Box 13 Allen, TX 75002	Bob Outman Director of Community Education (214) 727-6022 Type of District: Suburban
Lewisville Independent School District P.O. Box 217 Lewisville, TX 75067	Joyce Pike (214) 539-1551 Type of District: Suburban
Brenham Independent School District P.O. Box 1147 Brenham, TX 77833	Diana K. Wenzel (409) 836-1721 Type of District: Small City

UTAH

Since the late 1960's, Utah has been identified as a leading state in Community Education/Communilty School development. Utah was among the first to receive state legislation and funding for Community School development. The Utah State Office of Education has been recognized for providing leadership in innovative Community Education development. Several Utah Community Education leaders are prominent members of the National Community Education Network.

The 1990 Guide to Community Education Resources lists three contacts: Larry Horyna and Harley Paulson, Utah State Office of Education, (801) 538-7824, and Burton Olson, Brigham Young University, (801) 378-4369.

Murray Adult and Community Education
5440 South State
Murray, UT 84107

Toni Davis
Murray Community
Education Coordinator
(801) 264-7414

Type of District: Suburban
Population: 35,000+
Date Inaugurated: 1970
Paid Staff: 4 Full-time; 25 Part-time
Community Schools: 1 High School
Annual Budget: $236,162; 90.5% Fee Funded

Murray Adult and Community Education (MACE) is a multi-faceted program. Adult Education and Community Education work together to offer an extensive program designed to meet the needs of the community and surrounding areas by offering a broad scope of programs ranging from personal enrichment to vocational education. In addition, Murray Community Education coordinates a volunteer program which is active in all elementary and secondary schools and is responsible for the District Foundation, an organization for generating revenues for individual schools. The Adult Education program has total responsibility for all high school completion programs, English as a Second Language, alternative school, and remediation programs.

A significant aspect of the Murray Adult and Community Education program is the cooperative agreement between the Murray School District and the City of Murray in which the city and district work together to enhance educational, recreational, cultural, and physical environments and to provide an atmosphere conducive to a unified, cohesive community. Another partnership unique to Murray involves the city, the county, and the school district in the operation and management of the community pool and physical fitness center. The pool and center operate under the direction of the Community Education coordinator.

MACE is an integral part of the K-12 program and is administered through the school district offices. Community Education operates under the direction of a Community Education Coordinator who is supervised by the school district superintendent while Adult Education has a separate coordinator who works under the direction of the curriculum director at the district level. In addition to the wide variety of programs that Community Education offers for all ages and interests during after-school hours, many programs are offered during regular school hours as an extension of the school's curriculum. Intersession activities for year-round schools, an extensive physical education program which correlates with the core curriculum, and a foreign language program are examples. MACE also works directly with the Drug and Alcohol Coordinator at the district level and with private drug treatment centers to provide training for teachers and counselors and programs for "at-risk" youths. Facilities are made available for social service groups, summer day camps, and mental health agencies to provide activities for disadvantaged or handicapped populations.

MACE offers opportunities for youths and adults of all ages, socio-economic backgrounds, areas of interest and needs, and it keeps pace with the changing trends in education. Adult Education serves needs in the areas of high school completion, alternative education, ESL, citizenship, literacy, driver's education, and remediation. Community Education offers a wide variety of adult and youth enrichment programs, a gifted education program, intersession classes for year-round students, tutorial services, programs for the handicapped, third grade instructional swim, swim lessons for all ages, AAU swim team, and vocational classes. In addition, first aid and CPR classes, elementary foreign language programs, youth symphony, a physical fitness center and pool, gyms, indoor track, fitness evaluations, Emergency Medical Technician Training, and in-service classes are also offered.

Cooperative efforts are a hallmark of the program. Murray Community Education works with the Murray Senior Citizens Center providing special programs and with the Murray Boys and Girls Club providing services to help meet the needs of underprivileged youths. Community Education also serves as the coordinating body, working with the City of Murray and each school within the district as well as with the district office and a major shopping mall, in planning and implementing the annual Arts and Education Fair, a tremendous public relations tool for both the school district and city.

Murray Community Education has enabled education to become a lifelong process. Working collectively with other major resources in the community -- business, government, school district administration, citizens, and civic groups -- Community Education has raised the quality of life for the entire community. Through MACE's response to local educational and recreational needs, a more unified community has evolved where citizens feel that their input is accepted, their skills and knowledge are used to benefit others, and their needs are met. Community Education has proved to be an efficient, cost-effective way of delivering educational and community services.

Coalition of Resources
Weber County Human Services Building
2650 Lincoln Avenue
Ogden, UT 84401

Zada M. Haws
Director
(801) 625-3670/3651

Type of District: Urban/Suburban
Population: 150,000
Date Inaugurated: September 1987
Paid Staff: 1 Part-time
Annual Budget: $10,000; 100% Governor's Discretionary Fund

In 1987, a community-based task force determined that there was a need for an information and resource center which would address the lack of awareness of the services and resources currently available; the lack of a central clearinghouse; the lack of cooperative efforts resulting in duplication of efforts; and the need for on-going networking. The Coalition of Resources (COR) was formed with representatives of the American Association of University Women; American Red Cross; Chamber of Commerce; Junior League of Ogden; League of Women Voters; McKay Hospital Women's Center; National Organization of Women; Ogden City Schools; St. Benedict's Hospital; Weber County Mental Health, Volunteer Center, and Information and Referral; Weber State College Family Education Center, Women's Resource Center, and Continuing Education; and the YWCA of Ogden. Its mission was to enhance educational opportunities for members of the community by the development of a management system which could utilize fully the resources which already exist. A related goal was to make the rewards of this system as beneficial to the service provider/resource as to the receiver.

The Weber County Division of Human Services' mission was to assist individuals to live with dignity and self-sufficiency. A key role of Human Services was to coordinate various departments in order to provide comprehensive assistance as needed and to avoid duplication. Since the role of COR identified by the community-based task force met the stated objectives of the Weber County Division of Human Services, it was agreed that Human Services would sponsor the new organization. A staff member from the Division was designated to work with COR to ensure linkages and networking in the community and a new council was established representing all the organizations in the original task force plus others deemed necessary.

Today, COR serves metropolitan Ogden, with a population of approximately 150,000, and the school districts of North Davis, Ogden, Weber, Morgan, and Box Elder. As sharing and trust were established, turf issues disappeared. The Department of Human Services acts as a sponsor, fulfilling the objectives of the Department in providing information, education, and referral. There is a Volunteer Council representing educational entities which provide the information about educational offerings and needs. Current educational resources include Weber County, Ogden City, Weber College, the University of Utah, Utah State, the public school districts, Chamber of Commerce, the hospitals, social and service organizations, and private businesses.

The Director of COR is responsible for compiling a newsletter, maintaining membership and active participation in the Council, and responding to the requests of the Council for programs and information. Monthly meetings provide the opportunity for up-to-date information about identified issues.

Today, COR is a system which is able to enhance Community Education opportunities by: coordinating information; providing community awareness through information on the radio and a bimonthly newsletter; sharing information on public and private training and educational resources; facilitating on-going networking; brainstorming creative options for fully utilizing all current resources; creating new educational experiences; reducing duplication of efforts; and promoting cooperation within the community.

Park City Community Education
P.O. Box 680310
Park City, UT 84068

Diane Brewster-Norman
Director of Community Education
(801) 649-9671

Type of District:	Rural
Population:	10,000
Date Inaugurated:	October 1986
Paid Staff:	2 Part-time
Annual Budget:	$170,000; 60% Local Funding; 20% Fee Funded

The Park City Office of Community Education staff are a one-third-time director and a part-time secretary. This small administrative staff has made it necessary to collaborate extensively with other service providers from both the public and private sectors in an effort to identify community needs. The network which Community Education developed involves all segments of the Park City Community and has had the strongest and most positive impact on the community's ability to address and meet its needs through community action.

The Park City Office of Community Education has served as an advocate and catalyst in bringing together very diverse community groups and individuals. One program, High Adventure Outdoor Pursuits Program, developed under the auspices of Community Education, has evolved into a recognized "community project" which deals with alcohol and substance abuse among area youth. Through cooperation and collaboration, Community Education's efforts have brought together many agencies and individuals, including Mountain Community Health Choices (Kaiser Foundation), Utah State Office of Education, Utah State Office of Social Services, Park City Counseling Institute, the prevention centers in Summit and Wasatch Counties, and numerous police officers, lawyers, judges, probation officers, school counselors, accountants, and a professional grant writer. By securing this broad base of support, Community Education has developed a viable community project that has captured the imagination and attention of area youth. The community-wide effort has made it possible to obtain $48,000 in grant monies in 1989 alone.

Through the dedication and efforts of the Park City Community Education Advisory Board, various unaddressed needs within the community were identified and prioritized. With the Park City Office of Community Education taking the facilitator role, various groups within the community were organized to develop and implement the first school district sponsored latchkey program in the State of Utah.

The Park City School District also is very committed to the Community School concept. During fiscal year 1989-90, school facilities were used 4,500 hours by community members.

Community Education also plays an integral part in the community's economic development scheme. Many large conference groups were being turned away because Park City did not have the facilities necessary for handling groups of over 600 people. The Office of Community Education came up with a facility use plan which allows for private use of the schools during the summer at a reasonable rental rate. This usage plan has brought in another valuable source of income to the school district while addressing the community's lack of adequate convention space.

Community Education offers a variety of educational courses which have been carefully planned to meet the demands of a growing and constantly changing community. Being a year-round resort presents numerous challenges in itself and the attractiveness of Park City as a bedroom community to Salt Lake City doubles the challenge. To meet this challenge, the Office of Community Education implemented an educational plan which includes the University of Utah and Utah Valley Community College. Citizens can now receive advanced job training and retraining for displaced workers, work towards a degree program, or take personal enrichment courses without having to alter their life style or move to another geographic location. Feedback from program participants and the business community has been very positive, and Community Education will continue to expand this aspect of its program.

Park City has a very high socio-economic base, the highest in Utah. This constantly places those in public service on the cutting edge of change, as the highly educated, economically mobile citizenry expects quality throughout their community. What is unique in Park City is that tax payers are more than willing to pay for that quality. For the Park City Office of Community Education, it means community support in the form of freedom to experiment and try new approaches to the educational process, the availability of highly qualified citizens eager for the opportunity to help, and an adequate revenue base from which to launch new ideas and programs and thereby make a real impact on the community.

OTHER NOMINATED LOCAL PROJECTS:

Provo School District 1125 North University Avenue Provo, UT 84604	Ron Riding (801) 374-4904 Type of District: Suburban
Alpine School District 50 North Center American Fork, UT 84007	Jennie Barber (801) 756-8457 Type of District: Rural
Salt Lake City School District 440 East 100 South Salt Lake City, UT 84111	Ann Sasich (801) 328-7287 Type of District: Urban
Granite School District 340 East 3545 South Salt Lake City, UT 84115	Dr. Patricia Gurr (801) 263-6100 Type of District: Suburban

VERMONT

CONTACT:

Community College of Vermont, Western Region, David Buchdahl,
(802) 524-6541

STATE NETWORK

In general, Community Education efforts in Vermont continue to be characterized by a lack of both statewide coordination and leadership in the state education agency. In the past, the five Vermont state college institutions, including the Community College of Vermont (CCV), have been the de facto state-level Community Education agencies. CCV worked with the Vermont State Department of Education to develop the 1989-1993 five-year state plan for Community Education. This plan was approved by the College's Administrative Council, but has not received approval at the state level.

LOCAL PROJECTS

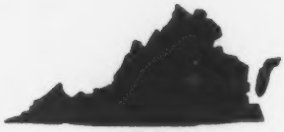
Vermont has a tradition of schools as the focal point for communities and it is at the local level that Community Education is most active. The communities of Salisbury, St. Albans Bay, Brandon, Bennington, and Brattleboro were either involved in the development of the state plan or have received small grants from CCV to implement various aspects of the plan. CCV itself is trying to expand its partnerships with local high schools, including a promising new program called V.P.I.E. (Vermont Partners in Education), a dropout prevention program targeting ninth and tenth graders.

NOMINATED LOCAL PROJECTS:

Vermont Partners in Education Community College of Vermont P.O. Box 120 Waterbury, VT 05676	Brent Sargent Office of External Programs
Salisbury Elementary School Box 256 Salisbury, VT 05769	Ann Johnson Principal
James P. Callaghan Memorial School St. Albans Bay, VT 05481	David MacCallum Principal
Rutland N.E. Supervisory Union Brandon, VT 05733	William Mathis Superintendent

Bennington Citizens' Education Council Bennington College Bennington, VT 05201	Sally Sugarman
Guilford Community Education Group RFD 3 Box 256 Brattleboro, VT 05301	Theresa March

VIRGINIA



CONTACTS:

University of Virginia, Larry E. Decker, (804) 924-3335
Virginia Department of Education, Doris Frazier, (804) 225-2075
Virginia Tech, Steve R. Parson, (703) 857-7292

STATE NETWORK

Currently, none of the three major units of the Community Education network (the Department of Education, the University Centers, and the Virginia Association for Community Education) has the resources or staff to provide leadership in program development. The new state plan calls for an amalgamation of the network members in order to organize and expand the practice of and funding for Community Education. Specifically, a brokering system will be developed to promote those practices and to connect interested "adopters" with current practitioners. In addition, training workshops will be sponsored to build identity among current practitioners and create a forum whereby current practitioners share strategies with potential adopters.

LOCAL PROJECTS

Within Virginia, 15 school divisions have been identified as being involved in "reasonably" comprehensive Community Education models; approximately 75 building-level sites have been identified as involved in Community Education; and there are 15 system-wide Community Education contact persons and approximately 30 building-level Community Education coordinators. Focused directions and/or special initiatives at the local level include after-school child care and enrichment programs, school volunteer programs, school business partnerships, and Adult Education and literacy initiatives. Planned projects focus on youth empowerment, youth community service, neighborhood associations, and community problem solving.

Albemarle County Community Education
401 McIntire Road
Charlottesville, VA 22901

J. Andrew Stamp
Coordinator of Adult and
Community Education
(804) 296-5812

Type of District: Suburban/Rural
Population: 85,000
Date Inaugurated: 1983
Paid Staff: 2 Full-time; 69 Part-time
Community Schools: 13 Elementary; 4 Middle; 3 High Schools
Annual Budget: $713,383; 90% Fee Funded

Albemarle County Community Education has a program-oriented approach to serving its community. Historically, Community Education has expanded by acquiring programs due to administrative changes rather than by expanding as a result of a planning process guided by community input in decision-making. The programs offered under the umbrella of Albemarle Community Education serve the needs of a diverse population and provide opportunities for large numbers of residents to participate.

For children, there is an after-school program offered from 2:00 to 6:00 p.m. every school day at thirteen elementary school sites. Serving the recreational and enrichment needs of over 2,000 students (28% of the elementary school population), the program offers students the opportunity to acquire skills beyond those offered during regular school hours, including drama, pet care, tie dying, jewelry making, and conversational foreign languages.

Summer enrichment programs are offered in collaboration with the County Parks and Recreation Department. These programs are for elementary students who wish to develop their academic skills or simply enjoy recreational and enrichment activities.

A new program planned for 1990-91 is an after-school program for children in middle school. The Coordinator of the Office of Adult and Community Education will act as the resource facilitator between the schools and several community agencies in this new program. The agencies will be responsible for the actual provision of services at the middle school sites.

In addition to youth programs, many Community Education programs and activities serve the needs of the adult population. Each year, over 2,500 adults participate in 100 non-credit evening courses offered at public school and community sites. Special discounts are provided to encourage and facilitate Senior Citizen participation. The courses are advertised in a multi-agency tabloid, published twice a year by the Office of Adult and Community Education, which is distributed to over 28,000 county residents.

A High School Evening Diploma program serves individuals aged 16 to 60 who have not completed high school. High school students enrolled during the regular school day may also take classes in this program for credit toward graduation. Additionally, there is a computer lab facility open four nights a week for anyone who wishes to work on their G.E.D. certificate at their own pace. The computer lab also assists students in the Evening Diploma program who wish to catch up on assignments. For individuals who read and write below a ninth grade level, Adult Basic Education programs are offered at three sites in the county. These programs provide academic skill development and are offered in cooperation with the local chapter of the Literacy Volunteers of America. Both the ABE and GED programs are promoted by local businesses and industries. Business representatives work with the Office of Adult and Community Education to register employees who need assistance in meeting the employment standards of their respective companies.

Community Education also serves local aliens who have been granted U.S. citizenship under the Amnesty Law. The State Legalization Impact Assistance Grant Program (SLIAG) provides students with classes in civics and English as a Second Language. The classes are offered at two migrant camps and at an area high school.

Dinwiddie County Office on Youth and Community Services
P.O. Box 7
Dinwiddie, VA 23841

Diane Galbreath
Director
(804) 469-3773

Type of District:	Rural
Population:	23,000
Date Inaugurated:	1982
Paid Staff:	1 Full-time; 3 Part-time
Community Schools:	5 Elementary; 1 Middle; 1 High School
Annual Budget:	$70,000

In a rural community in Southside Virginia, the Dinwiddie Office on Youth and Community Services bases its many activities on Community Education precepts. Although the Office on Youth is under the supervision of the school board, funding comes primarily from the State's Delinquency Prevention and Youth Development Act. An eighteen member Youth Commission appointed by the County Board of Supervisors serves as the program's Advisory Council.

The mission of the Office on Youth is positive youth development and delinquency prevention. Major activities coordinated by it include assistance to the schools in helping children succeed academically. The county-wide School Volunteer Program was initiated by the Office on Youth and provides orientation training and monthly planning sessions for volunteers who work approximately 10,000 hours annually at five elementary schools and the middle school. A focus on reading improvement for elementary students is designed as a long-term dropout prevention program. Parent involvement workshops are also held throughout the year to encourage participation of parents in the teaching process.

After-school enrichment classes have always been a part of the services offered to children in an effort to build self-esteem and to provide a healthy after-school environment. A tutoring referral service and a program which pairs high school students with elementary students for homework assistance are all part of the effort to improve academic achievement.

Numerous opportunities for participating in and developing an appreciation of the arts are provided to children during the school day and after school. Children's Theater, an intergenerational community chorus, and a community theater group have been organized with numerous grants written to bring performing groups into the community.

There are also ongoing special issue projects on which the Office on Youth works, including drug and alcohol prevention activities, ecology education projects, student exchange programs, and international education projects. In the latter program, twenty Soviet students will visit Dinwiddie in 1990.

The Office on Youth has provided numerous occasions for citizen and student input into assessing and addressing issues that are important to the community and the school system. Formal needs assessments among youths, adults, and community agencies are conducted every five years with informal assessments done on an ongoing basis. A high priority is the annual Youth Forum which utilizes a two-day format to solicit input from youths regarding community and school issues. The forum has served as the catalyst for many projects that have become a very significant part of the school system, including Students Organized for Developing Attitudes (SODA) and Students Organized for Helping Others (SOHO), which uses high school students in meeting community needs.

The Office on Youth and Community Services strives constantly to expand its services and better meet the needs of Dinwiddie's youth. It reaches out to the community and seeks to foster community involvement in the schools.

Gloucester Department of Community Education
P.O. Box 1306
Gloucester, VA 23061

Christi A. Lewis
Director
(804) 693-5730

Type of District: Rural
Population: 30,600
Date Inaugurated: 1976
Paid Staff: 6 Full-time; 1 Part-time
Community Schools: 4 Elementary; 1 Middle School
Annual Budget: $205,254; 100% Local Funding

The purpose of the Gloucester Department of Community Education is to assist community members in coming together to identify community needs and link those needs to available resources, all toward the goal of improving the community's quality of life. The Department strives to meet this purpose by providing county residents with a comprehensive program which includes community involvement, lifelong learning, school involvement, interagency cooperation, and community use of school facilities. This comprehensive approach, combined with the broad-based community support for the program, is its strongest features.

The Gloucester Department of Community Education is a county agency totally supported by local funds. The Department's budget has steadily increased from $85,000 in 1985 to $205,000 for fiscal year 1990. The Department is staffed by a director, four coordinators, a secretary, and one part-time evening supervisor. While the department functions under the structure of the local county government, there is an equally strong association with the public school system. The four coordinators are located in elementary schools and provide a variety of services and programs to facilitate school and community involvement. The evening supervisor is assigned to the central middle school to coordinate afternoon, evening, and weekend community use of that facility.

The following indicates the scope of services provided through Gloucester Community Education:

- Community Involvement: (When citizens are involved in the decisions that affect their community, the end result is a better community.) The Gloucester Department of Community Education facilitates community involvement by organizing, training, and sponsoring community advisory councils which assist the department in goal-directed activities. Community input to identify needs and concerns is solicited through yearly community involvement meetings as well as through quarterly community forums with school board members, board of supervisor members, and legislative representatives. Throughout the year, informational forums are offered on issues impacting the community. Ongoing surveys and needs assessments are also conducted to help identify current needs.

- Lifelong Learning: (Every community should have the goal of being a "learning community.") To this end, Community Education strives to offer diverse opportunities for community members to participate in educational, recreational, cultural, and social activities. A comprehensive literacy program consisting of individual tutoring assistance, Adult Basic Education, English as a Second Language, and GED services is offered in cooperation with Gloucester County Public Schools and Literacy Volunteers of Gloucester. Through the interagency efforts of Gloucester Parks and Recreation, Gloucester Extension Services, Rappahannock Community College, and Gloucester Public Schools, various academic, enrichment, and leisure activities are offered at local Community School sites and supervised by Department staff. In addition, numerous civic clubs and non-profit organizations offer a wide variety of community-oriented activities.

- School Involvement: (When the entire community is involved in the education of its youth, learning is more relevant.) The Gloucester Department of Community Education works with the schools and the community to provide learning experiences which are community centered and enhanced by the use of community resources. The four coordinators based at the elementary schools administer programs that enrich the regular school curriculum. A volunteer program offers parents, community members, and area professionals opportunities to share their time and talents in helping students, teachers, and school administrators. An after-school enrichment program, staffed entirely by volunteer instructors, provides students an opportunity to expand their interests and talents in a variety of activities. Intergenerational programs invite senior citizens to be involved in the schools, while school-business partnership programs provide a means for businesses to be involved. Numerous classroom enrichment programs, such as the Book-It Reading Incentive program and the Odyssey of the Mind creative problem solving competition, provide teachers with interesting ways to reinforce book learning. Other services include coordination of classroom speakers and study trips, production of a monthly school/community newsletter, and responsibility for community relations.

- Interagency Cooperation: (Through interagency cooperation and coordination, costly duplication of services is avoided and maximum utilization of existing resources is encouraged.) As the sponsoring agency for the Gloucester Resources Council, Community Education supports and promotes interagency collaboration. The Gloucester Resources Council is an interagency group involving over 20 county agencies and local organizations in a monthly information sharing session. Appointed committees cooperatively work on identified community problems and concerns, such as child care, at-risk youth, and low income needs. Community Education coordinates and publishes a quarterly community tabloid, The Beehive, with over 130 county agencies, organizations, civic clubs, and non-profit groups submitting articles on community news and happenings. The Beehive is distributed to all postal patrons and available at no charge at central locations throughout the community. To help keep track of the many agencies, organizations, and community groups in the county, a community resources list is maintained and distributed through Community Education. Each year at the annual county fair, a Community EXPO is sponsored by the Gloucester Department of Community Education. This event offers an arena for county organizations to showcase their services and activities.

- Community Use of School Facilities: (County school facilities, financed and maintained by taxpayers, are costly expenditures which need to be effectively utilized to provide educational, recreational, cultural, and social opportunities for the entire community.) The Gloucester Department of Community Education facilitates, coordinates, and supervises facility use at five Community School sites during afternoon, evening, and weekend hours. Community activities available include: basketball, karate, ballet, aerobics, and other leisure activities offered by Parks and Recreation; financial planning classes and 4-H activities offered by Extension Services; food distributions sponsored by Social Services; credit and non-credit classes offered by Rappahannock Community College; League of Women Voter's candidates forums; Boy Scout and Girl Scout meetings and activities; and various hobby and club meetings. Approximately 75 different community organizations sponsor more than 500 activities with more than 29,000 participants annually at these five Community School sites.

OTHER NOMINATED LOCAL PROJECTS

Danville Public Schools
Teaching Materials Center
Goode Street
Danville, VA 24541

Jacquelyn A. Rochford
Coordinator of Community Education
(804) 799-6420
Type of District: Small City

Newport News Public Schools
51 Copeland Lane
Newport News, VA 23601

Barbara C. Jones
Director of Adult Education
(804) 599-8844
Type of District: Urban

WASHINGTON

CONTACTS:

Office of Superintendent of Public Instruction, Jerry Thornton, (206) 753-6748
Washington Community Education Association, Robin Jones, (206) 225-9510
Washington State University, Jerry Newman, (509) 335-2800

STATE NETWORK

Four separate and distinct entities, each with Community Education as its major interest and function, collaborate to provide statewide leadership, networking, and support as follows:

The Washington Center for Community Education promotes greater awareness and understanding of the Community Education concept and facilitates implementation of new, and enhancement of existing, local Community Education programs.

The Washington State University Center for Community Educaton and Economic Development is a special issue center. The goals of the Center are: (1) to establish the role of Community Education in economic development; (2) to develop training opportunities concerning Community Education's role in local economic development; and (3) to foster linkages between Community Education and community economic development practitioners.

The Washington State Community Education Association provides an annual conference, a spring institute, and developmental technical assistance.

The Washington State Community Education Advisory Committee.

Establishment of the Washington State School Volunteer Program, an affiliate of the National Association of Partners in Education, has added another active component to the network.

LOCAL PROJECTS

Recognition that Community Education has the capacity to improve the educational process and environment is a significant indicator that the concept is being institutionalized in the state. Currently there are over 110 Community Education practitioners employed full- or part-time; all programs have an advisory council; and school districts sponsor/co-sponsor all programs.

Several process-oriented components are being integrated into the state's Community Education programs. For example: child care/day care, school/community/

business partnerships, at-risk youth programs and services, school-based economic development, school volunteerism, youth community service, and community scholarship foundations are generating greater interest and are being implemented or expanded in many local programs.

Marysville Community Education
Marysville School District
4220 80th Street N.E.
Marysville, WA 98270

Cynthia Whitcomb
Community Relations
Manager
(206) 653-0655

Type of District:	Small City/Suburban/Rural
Population:	25,000+
Date Inaugurated:	1974
Paid Staff:	3 Full-time
Community Schools:	8 Elementary; 2 Middle; 1 High School; 1 Other
Annual Budget:	$140,000

Marysville is a community undergoing a great deal of change. For 100 years, it was a rural community. Today, Marysville is a small city, and Community Education is addressing the needs associated with today's cities: parenting, drug education, computers, and recreation. Each year, Marysville Community Education offers four sessions of extended learning classes for adults, students, and children. The program has five main features: traditional Community Education offerings, high school night school, summer school, aquatics, and special events.

Traditional Community Education Offerings: These include arts and crafts, computers, legal and financial assistance, home/auto repair, dog obedience, and fine arts, including music. Each quarter, a point is made of offering unusual sounding classes, such as "Introduction to Pigeon Racing" and "Uff Da!"

High School Night School: With a drop-out rate exceeding 25%, high school night school allows students currently enrolled in Marysville area high schools an opportunity to fulfill their graduation requirements rather than drop out of school. The program offers an alternative for those who have unsuccessfully sought credit for a core class, such as English, history, math, health, or science. Students who fail a core class may attend night school for 30 hours per quarter to receive .5 credit. Classes are taught on a year-round basis by certificated district staff and each quarter 100-150 students are enrolled.

Summer School: Each summer, the Marysville Community Education program sponsors a skill-building review program for students in grades K-8. Students are pretested to determine their current skill level. Self-paced, individualized lessons are designed to give each student a successful learning experience and reports on student progress are sent home regularly.

Aquatics: The pool located at Marysville-Pilchuck High School is used for community aquatic programs whenever high school classes are not in session. For adults, there are water aerobic classes and early morning, afternoon, and evening lap swim programs. There are also special classes for senior citizens. From 5-10 p.m., the pool is used for children/adult swim lessons and community swim. The children's swim program averages 300 participants in the fall, winter, and spring quarter, with the number quadrupling in the summer session. Limiting class size to four or five children enables individualized instruction. All instructors are Red Cross trained and certified as Water Safety Instructors.

Special Events: Each quarter, a special event is offered. Examples of events include seminars with a Seattle gardening expert, a seminar on youth and sports, and children's theater bus trip. For the last two years, Community Education has sponsored swimming activities and a Halloween party, including a haunted house, games and activities, with over 1,500 people attending.

In 1987 as part of its constant effort to better meet the needs of its community, the Marysville Community Education program merged with that of the Arlington School District, north of Marysville. The merger has benefited both parties and citizens are able to attend 100-125 classes per quarter within a fifteen mile radius. It also saves money by sharing mailing and printing costs. In 1989, the Community Education program merged with the Marysville Parks Department to offer additional classes in the greater Marysville area. The Parks Department provides an extra facility, a new source of teachers, and a clerical staff.

Richland Community School
650 George Washington Way
Richland, WA 99352

Mary Gies
Director
(509) 946-3510

Type of District: Small City
Population: 34,000
Date Inaugurated: September 1987
Paid Staff: 4 Full-time; 4 Part-time
Community Schools: 7 Elementary; 2 Middle; 2 High Schools; 1 Other
Annual Budget: $200,000

The Richland Community School is a cooperative venture of the City of Richland and the Richland School District. Located in southeastern Washington, at the confluence of the Columbia and Yakima Rivers, Richland and the nearby communities of Kennewick and Pasco compose the area known as the Tri-Cities. Richland is a community with a population of 30,000, with school district boundaries including an additional 4,000. The 1980 Census showed that 6,500 Richland residents completed four or more years of college, including an unusually large number of highly educated scientists and engineers, employed with the Hanford Project. Columbia Basin Community College is located nearby and Washington State University recently established a branch campus in town. As might be expected, the community is committed to education at all levels and values all forms of learning and enrichment.

Because the framework of Community Education addresses the entire community, the dual sponsorship of the program provides both the city and the school district the opportunity to serve their taxpayers cooperatively. The sharing of resources and expertise that takes place when two governmental agencies work as one to enrich the community's quality of life is applauded throughout Richland. City Council member Shirley Widrig has said, "Every once in a while just the right mix of people, ideas, and need come together and the creative change makes an ordinary program special." This is the Richland Program.

Begun in September 1987, by 1989 Richland Community School offered 130 classes and activities and enrolled over 1,000 students each quarter. Today, it is also responsible for K-6 child care. Called the Carousel, the program is operated out of the city community center both before- and after-school and all-day during vacations and summer break. Enrollment in Carousel began as 12 in 1989 and is currently 66. The summer program is available at the community center and three elementary schools and serves 200 students daily. Staff for the summer program are primarily college education and recreation majors.

The Richland Community School provides the only organized sign language education program in the area. Other popular courses are SAT test preparation for high school juniors and seniors, computer software programs, and self-help and self-enrichment, parenting skills, health and nutrition, and dancing for preschoolers as well as for adults. All foreign language, technical and skill-development classes are well attended. As much of the outlying region is agricultural and as new immigration laws have increased the number of Spanish speaking residents, there is a great demand for conversational Spanish language classes.

A jointly-appointed ten-member Advisory Committee provides community input and direction. Under the terms of the joint resolution, authority rests dually with the School Board and City Council. The city acts as the fiscal agent for the program while the school district provides classroom space, custodial services, and utilities. In-kind administrative support is provided by both agencies. The Community School staff includes eight paid positions: a full-time director and secretary, two full-time child care program leaders, and four part-time child care aides. Class instructors are paid as independent vendors. Today, the program is 80% self-sufficient and is working toward the goal of being self-supporting through fees.

The Richland Community School is destined to grow. The community is committed to resolve its child care issues. Organized efforts are being directed to aid in recruiting and training child care providers, enlisting corporate support for child care, and expanding the school-age program to neighborhood areas. Additionally, the Community School Advisory Committee is exploring the needs and wishes of retired citizens as well as od home-bound parents with preschool children. The Community

School is truly dedicated to serving all citizens with affordable and accessible program activities.

Central Kitsap Community Schools
P.O. Box 8
Silverdale, WA 98383

Renee Overath, Barbara Smithson, and Kathleen Tiberio, Coordinators
Warren Olson, Supervisor
(206) 692-3193

Type of District:	Suburban/Rural
Population:	26,000
Date Inaugurated:	1976
Paid Staff:	1 Full-time; 5 Part-time
Community Schools:	11 Elementary; 3 Middle; 2 High Schools; 1 Other
Annual Budget:	$110,000; 75% Local Funding; 10% Fee Funded; 15% Facility Rental Income

Central Kitsap Community Schools is fortunate to have strong support from the school district administration, active participation of its Advisory Council, and a talented and committed staff. Part of the Central Kitsap School District, Community Schools staff members are considered district employees and the Program Supervisor is a Special Assistant to the Superintendent of Schools.

Kitsap County is the second fastest growing county in the state. With a Trident submarine facility located within the area and a naval shipyard nearby, many residents are in the military or work for the government. A regional shopping mall has brought growth to the central area of the county, along with higher density housing. The active retirement community has increased so that only three in ten households have children in the school district. As a result, the Community Schools is increasing offerings to older adults. Since 1987, the number of classes offered has doubled and student enrollment has increased 114%.

The following provides a brief overview of the scope of the Community Schools program.

- Community Schools Classes: Classes, workshops, and clinics are offered in a variety of areas including computers, foreign languages, cooking, parenting, business sense, crafts, preschool science, nature hikes, children's sports experiences, drama workshops, music, finance, self-improvement, aerobics, dance, and babysitting. Some of these are co-sponsored by local agencies, i.e., science through the Pacific Science Center, business classes through the Economic Development Council, and babysitting through the Group Health Cooperative and the Kitsap Regional Library.

- Education Resources to the K-12 Program: Capable Kids, a program jointly developed by the PTA and Washington State University Cooperative Extension, is offered within the school day to third graders to improve their ability to depend on themselves at home. Students are taught how to prepare healthy snacks without cooking, and how to get help in an emergency. There are also speakers for special occasions.

- Extended Education Program: A special credit class offered to high school students who, having failed a class required for graduation, want to make up the credit.

- After-school Child Care: Low cost child care is offered through the YMCA at two sites, with additional sites planned for the future.

- Elementary Strings Program: Instruction in orchestra instruments, such as violin, cello, and viola, is offered to young students at reduced rates through levy funding.

- Facility Use and Rental: Public service agencies and qualifying youth groups may use school district facilities at no charge. Other community groups may rent facilities during time when K-12 students are not in school, after the regular school day, over breaks, and during the summer. In 1988, over 60,000 community members used school facilities for more than 17,000 hours.

- Community Programs: One example of a community program is "Walk the Mall". This offers a climate-controlled, well-lit area for those who wish to exercise at off-peak mall hours, usually 8:30 to 10:00 a.m. Staff also serve on the board of directors for the annual county-wide Festival of Arts for Children.

In a program review conducted in December 1988, 54 community members and school district employees were interviewed. In general, the community believed that it was getting its money's worth in terms of the quality and variety of program offerings. It also gave the program a high rating in terms of efficiency of operation, noting that school district facilities were scheduled many hours of the day, twelve months a year. Citing the willingness of staff to creatively solve problems and to work with its "customers" to achieve optimal public relations, the review team likened the program to Nordstrom's Department Stores, calling Central Kitsap Community Schools the "Nordstrom's of Community Education Programs".

Tacoma Community Schools
747 Market Street, Suite 836
Tacoma, WA 98402

Carol Mathewson
Supervisor
(206) 591-5064

Type of District: Urban
Population: 161,000
Date Inaugurated: June 1976
Paid Staff: 3 Full-time; 7 Part-time
Community Schools: 2 Elementary; 6 Middle Schools
Annual Budget: $223,555; 82% City, 18% District Funding

Tacoma Community Schools began in the summer of 1976 when a group of citizens decided they needed their local school open in the evenings, both to give their children something meaningful to do and to keep them "off the streets." This group requested that the City of Tacoma operate such a program. Begun as a pilot program in one school, the Tacoma Community School Program has now grown to eight sites and is a division of the Department of Human Development. Overseeing the program is the Joint Municipal Action Committee made up of two School Board members, two City Council members, and one Park District Commissioner.

The program operates in seven diverse neighborhoods, each with its own Citizen Advisory Council (CAC) representing local citizens. The councils work with the part-time Building Coordinators to plan, develop, and coordinate classes and activities that take place in their individual schools. Advising the overall program is a Board of Advisors made up of one representative from the city, school district, and park district, and five representatives each from business and the community. The Board's purpose is to provide guidance, leadership, and communications as well as new ideas and methods for providing Tacoma's citizens with a well-rounded Community Education program.

Community Schools provides more than 300 classes and activities on a quarterly basis to Tacoma's 161,000 residents. These classes, designed for ages four through senior citizens, were attended by 51,023 residents in 1988. Children's classes include art, music, dance, cooking, safety, tutoring, science, and woodcarving, while those for teens and adults include health, finance, parenting, crafts, and self-improvement.

There have also been many cooperative ventures which address the community's needs, including:

- Make It Simple: A joint venture with Tacoma Municipal Television, it provides Community Education classes to those who cannot or are unlikely to attend at the Community Schools sites. This series features cooking easy, economical meals and relies entirely on existing resources. It uses city owned equipment, a production crew of city employees, and is filmed at a local community center. Even the show's hostess volunteers her time. The bottom line in assessing any program is reaching the intended audience. Last year, more than 600 viewers requested recipes.

- A Children's Map: This was a joint venture with Clover Park Community Education. Speakers from various tourist sites in Tacoma and Pierce County spoke to fourth grade classrooms about their activity. The children then developed their perceptions through written descriptions and drawings. The map, printed with donated services, was distributed to the Chamber of Commerce, Tacoma Public Library, and the schools.

- Peoples Law School: This series of programs is taught by judges and attorneys on such topics as wills, probate, and landlord/tenant laws. Co-sponsored by the Washington State Trial Lawyers Association and The Morning News Tribune, it is offered through the Community Schools at one school site.

- Pacific Science Center: For three years, Tacoma Community Schools have offered enrichment workshops for four to thirteen year-olds. The hands-on discovery science and math activities are taught by teachers trained by the Pacific Science Center of Seattle.

- Health Workshops: The Tacoma/Pierce County Health Department offers a series of classes each quarter at several Community Schools sites on important topics, such as high blood pressure, heart disease, and cholesterol.

- Work It Out: This is another joint project with Tacoma Municipal Television. Tacoma Community Schools hosts an aerobics show offered twice daily on the city cable station using two volunteer instructors.

- Babysitting Training Course: With the assistance of volunteers form Tacoma Public Library, Tacoma Fire Department, Pierce County Rape Relief, Emergency Medical Services, and Tacoma/Pierce County Health Department, Tacoma Community Schools offers a 12-hour course to youngsters, aged twelve and older.

Tacoma Community Schools offers an exciting program. Each quarter new ideas come from the Citizens Advisory Committees and these keep the program in step with and relevant to the needs of the citizens of Tacoma.

Yelm Community Schools
P.O. Box 476
Yelm, WA 98597

Cecelia Jenkins
Community Education
Director
(206) 458-1900

Type of District:	Rural
Population:	12,000
Date Inaugurated:	December 1967
Paid Staff:	3 Full-time
Community Schools:	3 Elementary; 1 Middle; 1 High School
Annual Budget:	$135,000

Yelm Community Schools serves as the community center for the residents of the 189 square miles of Yelm School District. Tots through senior citizens participate in its many programs and activities. Community use of facilities is encouraged for group meetings, educational classes, and recreation. A college-credit program is offered quarterly through South Puget Sound Community College, as well as a wide-range of youth and adult recreational programs. There are more than 1,000 people who volunteer annually on special projects and 250 who regularly volunteer full-time in the schools. The Community Education program also publishes the district newspaper, Yelm Community Schools, which is mailed to more than 8,000 households each quarter.

The Community Education Department is administered by a Community Education Director who is directly responsible to the Superintendent of Schools. The other full-time staff are a District Volunteer Coordinator and a secretary. A twenty-two member Community Education Advisory Council, all members of the Washington State Community Education Association, represents a cross-section of the community and schools. The mayor, a newspaper editor, a school board member, PTA presidents, a police officer, teachers, business representatives, and senior citizens all serve on the council. The program is financially supported by the school district, with special funding for projects and programs coming from South Puget Sound Community College, the Department of Labor and Industries, Thurston County Parks and Recreation, tuition, and community donations.

Many programs are offered year-round. Programs for adult literacy include GED, Adult Basic Education, Adult Volunteer Tutors, and a GED testing site. There is a Senior Citizen Gold Card Program. For youths, programs include ballet, Young America's Dance Program, Summer School Program for grades K-12, Youth Wrestling Program in cooperation with Thurston County Parks and Recreation, Care-A-Lot Preschool for ages three to five, and My School House, a latchkey program at all three elementary campuses from 6:00 a.m. to 6:00 p.m. Community Schools also sponsors a forum for health issues, an American Sign Language class instructed by Special Services teachers, and a Family Movie Program which features Walt Disney Films for the enjoyment of the entire family.

An Associate of Arts Degree Program, sponsored in cooperation with South Puget Sound Community College, is divided into a three-year track for those who work full-time and want to pursue a degree. Classes include biology and environmental biology, botany, geology, algebra, probability and statistics, art and music appreciation, ethics, public speaking, human relations, English composition, world literature, sociology, political science, and western civilization. There is also an Apprenticeship Program sponsored in cooperation with the Department of Labor and Industries.

There are special needs in Yelm. It is an area with a low literacy rate, high dropout rate, low income, and drug-related problems. The Yelm Community Education Program has several avenues designed to assist in these areas. Project Community Santa brings love, warmth, and Santa to the low-income children of the district. Each year classroom teachers confidentially identify the children most in need of help at Christmas. Spearheaded by the Yelm Community Education Advisory Council, and supported by the entire community, new warm winter coats and a big bag of wrapped toys from Santa are delivered to the homes of these children while they are at school. The Clothing Connection is another example of a project designed to assist low income children. Both new and used clothing in good condition are collected each summer and given away free for back-to-school. A campaign called We're Pushing Back" was designed by the Council to meet drug problems head-on. Literacy problems are dealt with by a group of volunteer tutors that work one-on-one with non-reading adults. In addition, each quarter Adult Basic Education and GED courses are offered. Further, the Community Education Director serves as Chief Examiner and administers GED tests at the Community Education Office, an authorized testing center.

"The Community Schools Program is the heartbeat of the community and schools." That is how the Superintendent describes the program. Constantly working to meet the needs of its community, Yelm Community Schools strives to fulfill that description.

WEST VIRGINIA

CONTACTS:

Association for Community Education in West Virginia, Jane Harbert, (303) 776-3048
West Virginia Department of Education, William Wilcox, (304) 348-7881

STATE NETWORK

The West Virginia Community Education leadership network consists of the following individuals, agencies and/or organizations:

The state-level coordinator in the Department of Education (DOE) is responsible for leadership, technical assistance, and support to county boards of education.

The higher education liaison supports the training of Community Education and affiliate agency personnel through a state and regional workshop and conference.

The state's Community Education association brings together all persons interested in Community Education or an allied field and sets the direction and goals for the state, including legislative action.

Other support includes that from local Community Education directors and coordinators, and citizen advisory councils and through state agency memoranda of agreement with the Commission on Aging and the Department of Human Services.

LOCAL PROJECTS

West Virginia presently has programs in 22 counties with 17 system-wide directors/coordinators. The focus of the state Community Education program is in the areas of academic assistance, including at-risk youth, and extended day programs. Local programs include nutrition, social services, recreation for the elderly, and business/industry/community partnerships.

Kanawha County Schools
200 Elizabeth Street
Charleston, WV 25311

Dennis Davis
(304) 348-7756

Type of District: Small City/Suburban/Rural
Date Inaugurated: 1974

Kanawha County Schools conducts its Community Education program through eleven Community Schools throughout the county. The Shawnee and Dunbar Community Education Centers are two examples of the types of programs in operation in Kanawha County.

Shawnee Community Education Center
142 Marshall Avenue
Dunbar, WV 25064

Nancy J. Ross
Coordinator
(304) 766-0378/0387

Population:	3,600
Paid Staff:	14 Full-time; 5 Part-time
Annual Budget:	$350,000

Located in an unincorporated portion of Kanawha County, the area served by the Shawnee Center is a small "rurban" community - neither urban, nor rural, nor suburban, but a combination of all three. It is primarily a minority community with three neighborhoods joining together in a partnership for developing programs and opportunities for the entire community. The Center was an abandoned school building, closed as an elementary school in 1974 because of racial imbalance. It was reopened by the Kanawha County Board of Education as a Community Education Center due to the concern and tenacity of area residents. Today, the program serves as a shopping center of community services, in a community which bonds the past with the present and the future as it strives to better the quality of life through "neighboring." It is not uncommon to see older residents stop and talk to preschoolers in the hallways or watch volunteers cook a lunch for the clean-up crew on a Saturday afternoon. "Caring" is a senior citizen reminding a working mother to have her blood pressure checked before she leaves the center or an immunization clinic serving the infants of the community with good health care. "Learning" is a high school student taking notes as a senior citizen presents an oral history of the community. "Sharing" is a neighborhood dentist playing Christmas carols for the annual Christmas program.

The building itself is owned, operated, and maintained by the County Board of Education which also pays the salaries of 1.5 custodians, a secretary, and a Community Education Coordinator. Everything else is operated in a collaborative manner with agencies, organizations, private funding, and grants. Approximately twenty agencies regularly work at the Center using their own staff, monies, equipment, and supplies. There are two citizen groups which meet regularly, the Center Advisory Council, which advises the coordinator on the programs and projects for the Center, and the Sub-Area Planning Committee, a group of citizens incorporated to qualify for non-profit status, which develops broad community projects, such as roads, street lights, sewers, stop signs, fire hydrants, and volunteer fire department equipment.

The coming together of many groups and individuals enhances the community's continued growth and aids individuals in their efforts to improve life for themselves and their families. The major agencies committed to the Shawnee Center include: Multi-CAP, Inc., a senior citizen nutrition program; Headstart; the West Virginia Departments of Human Services and Education; Kanawha County's Health Department, Parks and

Recreation, and Public Library; Kanawha Valley Senior Services; Senior Employment Program; Private Industry Council; and the Regional Education Service Agency. The C.H. James Company, a produce company, serves as a school/business partner.

The Shawnee Center provides evening classes for leisure and self-improvement and a full-range of services and activities, including:

- Senior Citizen Nutrition Program: providing daily meals, both on site and through home delivery to shut-ins, and transportation to doctors, to drug and grocery stores, and for cultural field trips;
- Licensed Day Care Center - serving ages two to eleven;
- Headstart Program - serving forty students aged three and four;
- Salvation Army Boys and Girls Club - serving an average of 75 students after school;
- Adult Basic Education Learning Center - helping adults learn to read and write or to get their GED;
- Health Clinics - held monthly;
- Income Tax Assistance;
- Winter Fuel Assistance Program;
- Blood Pressure Clinic - a retired doctor in the community volunteers his time monthly;
- Flu Shot Clinic
- West Virginia State College - student intern and observation for education majors;
- Holiday Events - Thanksgiving and Christmas Luncheons, Halloween Party;
- Full Summer Programming - including reading and math for elementary students, reading and math JTPA remedial program for junior high students, a summer playground program serving 150 students a day with lunch, crafts, and swimming, and a JTPA employment program for teenagers;
- Commodity Food Distribution - to over 900 community families; and

The Shawnee Center serves as a catalyst for caring, with residents sharing their talents as an example to others. Community members have paved the way for Shawnee to become an outstanding model for Community Education throughout the state and the nation.

Dunbar Community Education Center
1320 Myers Avenue
Dunbar, WV 25064

Brenda Booker
Community Education
Coordinator
(304) 766-0375

Paid Staff: 14 Full-time

Dunbar Community Education Center seeks citizen involvement in community problem solving and decision making. There is an Advisory Council and frequent meetings with community resource agencies and special groups, such as parents, students, and senior citizens. Additionally, a formal needs assessment is conducted annually to identify community needs, with programs planned to help meet those needs. Community Education is responsible for facility use, scheduling activities, preparing newsletters and flyers, planning and carrying out fund-raising activities, obtaining donations, writing grants, and advertising its program.

One of the strongest features of the Dunbar Center is the Third Base Program. This program provides supervised activities for children. Its three main goals are: (1) to help children develop their full potential; (2) to deliver the program in a positive environment; and (3) to support and strengthen the family unit. There are several components of the program: youth development, such as Boy and Girl Scouts; personal safety, like a kidnap prevention program; tutorials, including reading and math assistance; enrichment activities; nutritional snacks; recreation, including team sports; field trips, such as visits to the library; and communication and social development.

Another important feature of the Dunbar Program is the annual Health Fair co-sponsored by Community Education and the Dunbar Lions and Lioness Clubs. Doctors and other medical professionals volunteer their time and services and invite the community for a free day of medical examination. In 1989, the services provided to the 289 people who attended included: blood pressure, blood sugar, and SMAC 22-blood test (cholesterol, triglycerides, potassium, glucose, sodium) all for a charge of only $7.00; and free hearing, dental, EKG exam and reading, foot examination, height and weight check, skin examination, chest examination, allergy screening, eyeglass adjustment, and sight, Glaucoma, and cataract checks. The Dunbar Junior High Band kicked off the Health Fair and made it a festive occasion.

A third feature, in operation for many years, is the weekly Senior Citizen's Lunch held at Dunbar Junior High School. Senior citizens come to the school every Wednesday for lunch and socializing with their friends, the cooks, and the coordinator. This year, they have been having their lunch with the students, and both generations have voiced pleasure in socializing with each other.

There is also a Santa's Calling Project. Children take notices home which they fill out, with their parents' assistance, telling Santa what they want for Christmas and when they want him to call them. These notices are returned to school and the Advisory Committee, with the help of additional volunteers, plays Santa and calls the children. Each year, both students and volunteers look forward to this event.

Other activities include evening classes, seminars, workshops, area principals' breakfast, tutoring, and a summer program. Problem areas which Community Education is now attempting to address include the need for tutoring those students not in the Third Base Program and how to provide services for students who cannot afford program fees.

Mercer County Schools Community Education
1420 Honaker Avenue
Princeton, WV 24740

Robert Boroski
Community Education
Coordinator
(304) 487-1551, Ext. 109

Type of District:	Small City/Rural
Population:	63,000
Date Inaugurated:	Spring 1978
Paid Staff:	1 Full-time; 1 Part-time
Community Schools:	5 Elementary; 3 High Schools
Annual Budget:	$40,000

The Mercer County Schools Community Education Program began in one school during the spring of 1978. Presently, a number of schools throughout the county are used for the implementation of year-round programming which involves over 2,500 residents of all ages annually. The Community Education Department consists of one full-time Coordinator and a half-time assistant. Funding for their salaries comes from the Board of Education's General Budget, while funding for evening instructors, consultants, and other operating costs are derived from tuition and fees.

The support and input of area residents have been instrumental in the continued success of Community Education in Mercer County. Their participation and input as to the types of programming that are needed have contributed greatly to the program's effectiveness. County agencies and businesses have also provided suggestions and assistance. The West Virginia University Extension Office, Commission on Aging, County Commission, RSVP, American Heart Association, Rescue Squads, and Health Centers have all been involved. They have provided both their cooperation and support and, in many cases, instructors, materials, and other assistance for many programs.

Activities are scheduled in schools which are strategically located throughout the county so that everyone has the opportunity to attend a class near home. Some of the various classes and activities which have been scheduled are basic computer, CPR, baton twirling, typing, after-school child care, Spanish, financial planning, Senior Olympics, cooking for a healthier heart, crafts, basketball leagues, sports clinics, and aerobics. Most programs charge a fee, but every effort is made to keep these fees as minimal as possible.

Community Education's future goals cluster in three areas: to provide more senior citizen programming; to expand the after-school and summer programs for youth; and to provide more classes to better prepare adults for the work force.

Monongalia County Community Schools Program
1000 Mississippi Street
Morgantown, WV 26505

Tom Kurzak
Coordinator, Monongalia County Community Schools
(304) 291-9243

Type of District:	Small City
Population:	78,000
Date Inaugurated:	September 1969
Paid Staff:	2 Full-time; 75 Part-time
Community Schools:	10 Elementary; 5 Middle; 3 High Schools; 5 Others
Annual Budget:	$149,806; 38% District, 26% County Commission Funding; 34% Fee Funded

The Monongalia County Community Schools Program was initiated in 1969 through the combined efforts of the Monongalia County Schools Superintendent, the Monongalia County Commission, and the Morgantown City Council. They identified the Community Schools concept as a better way to utilize tax dollars, resources, and physical facilities. Today, the Morgantown City Council is no longer involved.

One of the strongest factors in the program's success is the support and cooperation it receives from both the Monongalia County Board of Education and County Commission. Another asset is working closely with the Adult Education Program in the areas of registration, advertising, course offerings, and long-term outcomes. By combining efforts and planning, the Community Schools and Adult Education Programs can both accomplish more and with minimum funds.

Community Education is under the direction of the Monongalia County Board of Education, with the Program Coordinator directly responsible to the Director, Division of Technical, Adult, and Community Education. There is a county-wide Advisory Council with members from various locations and professions within the county. There are three main funding sources: from the Monongalia County Commission, from the Monongalia County Board of Education, and from program fees and the sale of materials and supplies.

The Community Schools Program is growing with programs and services are designed to fill the needs of the total community - children, teenagers, adults, senior citizens, and special population. There is a special summer recreation program for children ages five through twelve in addition to a special education summer program called Special Populations Into Creative Enjoyment (SPICE). A third popular summer program is a four-day, three-night camping trip for children ages six through twelve. Other activities and services include Spanish, Introduction to Microcomputers, typing, CPR and first aid, driver's education, pilot ground school training, income tax preparation, ceramics, stained glass, flower arranging, cake decorating, sewing, quilting, weaving, picture framing, woodworking, photography, painting, music, dance, gymnastics, aerobics, karate, basketball clinics, bow hunting, hunters safety, dining around the world, basic home repair, sign language, and college entrance preparation.

WISCONSIN

CONTACTS:

Wisconsin Department of Public Instruction, Eric C. Smith, (608) 266-3569
University of Wisconsin-Madison, George Kliminski, (608) 263-3232
University of Wisconsin-River Falls, James Stewart, (715) 425-3759
Wisconsin Community Education Association, Marv Paulson, (414) 893-0987

STATE NETWORK

The Wisconsin Community Education network focuses around four organizations:

The Wisconsin Community Education Association serves as the "hub" of statewide Community Education planning and development by coordinating training programs, technical assistance, and Community Education leadership retreat.

Two centers of higher education (the University of Wisconsin-Madison and the University of Wisconsin-River Falls) are committed, on a long-term basis, to the statewide development of Community Education.

The Wisconsin Department of Public Instruction has maintained a statewide technical assistance capability since 1977 and is a key resource to school districts.

LOCAL PROJECTS

At present, there are 41 Community Education lighthouse models in the state. Each recognized model calls for local board of education support for the components of Community Education which have been part of the Wisconsin philosophy since 1978. Although the models are diverse in nature, they maintain a common philosophy of Community Education (citizen decision making through strong local advisory committees). This consistency has been instrumental in building a strong consensus in the state as to the role of Community Education as a component of community betterment and as an accepted definition of the role of schools in modern society. There is currently a major state effort from the Governor's office to explore educational issues for the 21st Century through an education study commission.

New Richmond Community Education
152 East Fourth Street
New Richmond, WI 54017

Bob Heebink
Coordinator
(715) 243-7421

Type of District: Small City/Rural
Population: 15,000
Date Inaugurated: January 1981
Paid Staff: 1 Full-time; 43 Part-time
Community Schools: 1 Elementary; 1 Middle; 1 High School; 1 Other
Annual Budget: $115,000; 57% Fee Funded; 34% District Funding

It is not that the New Richmond Community Education Program has one significant feature that makes it outstanding, rather it is the range of services that it offers to the community that is its distinguishing feature. All ages, preschoolers to senior citizens, are able to become involved in Community Education programming. In 1989, there were 260 different program offerings serving almost 7,000 people. Of these, 43% were academic, 43% recreational, and 14% social.

New Richmond Community Education serves an area bordering on the metropolitan sprawl of Minneapolis/St. Paul and many residents commute to the Twin Cities. It is an economically stable area, enjoying the lowest unemployment rate in Wisconsin, only 2.3%.

As the Community Education effort has matured from its beginnings in 1981, it has become more involved in meeting the specific needs of agencies and individuals in the area by offering services in response to their requests. Examples of programs which have been established in this way are:

- Tour Program: The program meets the travel needs of older citizens who are reluctant to drive or are on a limited income. Twenty-four tours were conducted in 1989.
- Adult Literacy: With the support of the local United Way, fifteen students are currently in the program. Twenty-seven Lauback trained tutors have volunteered their time to work with students on a one-on-one basis. A recent $5,000 donation from an area manufacturing plant will help the program expand its services.
- ADDRG (Adult Developmentally Disabled Recreation Group): Through support from the United Way, this group of citizens is provided an opportunity for social growth in a normal environment. Activities include group craft classes, dancing, fishing, golfing, bowling, and visiting the zoo, with approximately thirty people participating in each event.
- Employee Retirement Planning Seminar: Initiated at the request of a local company, this seminar is conducted in alternate years, with a one- or two-hour session held each month. The cost of the seminar is paid by the

employer who provides release time, with no reduction in pay, to employees who will be retiring in the next two years.

- Kids Kare Hotline: This program was started to provide a means of caring for the small children of working parents.

Except for Adult Literacy and ADDRG, all programs are supported by user fees, while administrative costs are paid by the school district. In the process of providing these educational services to the community, there is extensive interagency cooperation and coordination. Community Education worked with 74 different area agencies in 1989. These included other educational, governmental, private, and service agencies, such as the United Way, Chamber of Commerce, vocational schools, universities, the Fine Arts Center, and the National Guard. In 1989, there were also over 90 community residents who volunteered their time as council members or instructors.

The New Richmond Community Education office has gained such a reputation as a facilitator of new services that many individuals and agencies think of Community Education first when they have a new or unusual education need to be met. Any request that is legal and ethical will be considered.

Pulaski Area Community Education
P.O. Box 36
Pulaski, WI 54162

Emil Ripley
Director
(414) 822-3191, Ext. 247

Type of District:	Rural
Population:	11,879
Date Inaugurated:	1980
Paid Staff:	2 Full-time
Community Schools:	5 Elementary; 1 High School
Annual Budget:	$154,000; 58% Fee Funded; 38% District Funding

Pulaski Area Community Education (PACE) was founded in 1980 with a part-time director and secretary. Today, those positions are full-time, twelve months a year. In addition to the staff, the fifteen- to twenty-member PACE Advisory Council provides input from a broad spectrum of the population. The Council includes the Superintendent of Schools and a board member, the high school principal, one grade school principal, the swimming pool director, a cooperative service agency administrator, a retired mill worker, a manufacturer, four homemakers, a parochial school and a high school teacher, and three high school students. In addition, business guests are occasionally invited to meetings to bring education and business closer together.

The school district pays staff salaries and provides office space and utilities. These district costs are partially offset by funds it receives for the director's scheduling and administrative activities with the Northeast Wisconsin Technical College Pulaski

Center. The district also receives rental fees from the Technical Center, as 99% of the Technical Center's classes are scheduled in district buildings.

In 1989, almost 4,000 people, preschoolers to senior citizens, took part in over 150 Community Education offerings. In addition to traditional programming, Community Education is responsible for the Pulaski Area Child Care Center, Summer School, the school census, the Tri-County Community Corporation, the Pulaski Economic Development Corporation, and the Employment Service.

The Child Care Center is a full-time program located in one area grade school. Licensed to accommodate twenty-five children ages two and a half to twelve, it is open from 6:30 a.m. to 5:00 p.m. It's annual $5,000 operating budget comes entirely from user fees. The school district provides free use of the building as well as all utilities. All Child Care Center employees, including the full-time director and child care workers, are required to take child care courses, CPR, and Emergency Aid. The program has been very well received and PACE is now exploring the possibility of opening before- and after-school care programs at other area schools.

The Pulaski Job Placement Service serves both youths and adults. Applications are kept on file and, as appropriate job opportunities are called in, applicants are notified. In 1988, approximately 125 people found full- or part-time employment through the service.

PACE is also in charge of the Pulaski School District Summer School. In 1989, sixty-one classes were attended by 732 students. The classes were held at four of the district's six schools. PACE was responsible for hiring personnel, administering and supervising the program, and purchasing materials, as well as for the registration and financial aspects. For summer fun, PACE operates a summer park program and is now investigating the possibility of opening another program at one of the outlying schools. This project is financed through grants and registration fees.

For senior citizens, PACE holds approximately five health and educational seminars annually. Materials from the American Association of Retired Persons are used in the program, as well as volunteer resource personnel.

Flambeau Community Education Program
P.O. Box 86
Tony, WI 54563

Chuck Ericksen
Community Education
Director
(715) 532-7760

Type of District:	Rural
Population:	5,000
Date Inaugurated:	April 1986
Paid Staff:	1 Full-time; 1 Part-time
Community Schools:	3 Elementary; 2 Middle; 1 High School
Annual Budget:	$36,000; 55% District Funding

The school district, located in a county with one of the highest poverty and unemployment rates in the state, is rural with four fairly distinct small communities, each having its own school buildings. In this environment, Community Education has gained increasing support from the administration, school board, and community.

The Director of Community Education also serves the district in several other roles: the Education for Employment Coordinator, the Job Training Partnership Act Coordinator, and the At-Risk Coordinator. As an employee of CESA No. 12 (Cooperative Education Services Agency), 50% of the director's salary is funded from JTPA funds, 25% from the Department of Public Instruction, and the remaining 25% from the school district. Community Education, with an emphasis on community development, interagency cooperation, and personal improvement, provides an excellent vehicle for improving the support system for at-risk students and this has been defined as a primary responsibility of the Community Education Director.

Although relatively young, the Flambeau Community Education Program has been extremely active in a number of areas. One very successful recent project teamed twenty at-risk students with Community Education Advisory Council members, community theatre leaders, and the new owner of the neighboring town's only movie house to renovate the movie house into a performing arts center and community theatre. The movie house had been closed for two years and required a great deal of work. After four months, the students, along with other volunteers, had turned the movie house into a beautiful theatre facility. In addition to cleaning, refinishing, and painting every surface, they built a stage and made both a curtain and many feet of hand-made strip lighting. The students and volunteers were all recognized in a ten-hour grand opening musical extravaganza attended by more than 1,500 people.

A student community service group called The Discovery Group has been organized. It puts on intergenerational community dances, sells crafts for the elderly, sings Christmas carols to shut-ins, and gets involved with numerous community fund-raisers. The group has been involved in numerous parent/child enrichment programs, several successful wildlife restoration projects, and intergenerational and family relations programs. Many of the students in The Discovery Group, in other settings, would be labeled at-risk.

Because of Community Education, many vocational and enrichment classes for all ages are being offered for the first time. Community Education brings resource people into the schools, holds forums and debates on controversial issues, and puts on presentations exposing students to career possibilities. Community Education has a large and active volunteer program matching senior citizens with K-12 students and has helped start a full-time Adult Basic Skills Learning Center, a volunteer literacy program, and an alternative at-risk high school program entitled the Big Mac School - Back In Gear, Making A Choice. In the past three years, Community Education has also trained nearly 100 people in sign language, a popular course since there are three deaf students in the district. Most recently, both an Early Childhood/Family Outreach Task Force, which organized a preschool and several family workshops and festivals, and a Youth Development Task Force, which established a Youth Service Foundation to fund a variety of K-12 student development community service projects, have been formed. Community Education has become a vital contributor to the school district and the community.

OTHER NOMINATED LOCAL PROJECTS:

Plymouth
125 Hishland Avenue
Plymouth, WI 53073

Marv Paulson
(414) 893-0987
Type of District: Small City

Wounakee Schools
101 School Drive
Wounakee, WI 53597

Joe Severa
(608) 849-8161
Type of District: Suburban

WYOMING

CONTACTS:

Eastern Wyoming College, Phillip Sheller, (307) 532-7111
Wyoming Adult Continuing and Community Education Association, Bob Fry, (307) 789-5742

STATE NETWORK

Even though people may use a variety of labels, including adult education, lifelong learning, community services, and continuing education, in practice, Community Education is moving forward in the state. Six of the seven participating community colleges have well developed outreach programs that touch every community in Wyoming with a variety of credit, vocational, literacy, avocational, cultural, social, and economic programs. Although the Office of Adult Basic Education is supportive of Community Education, their focus is specialized and not likely to change in the near future. The public schools lend support to Community Education through the use of their buildings and by providing limited funding.

LOCAL PROGRAMS

At present, there are 38 Community Education programs operating in Wyoming communities outside of college and university towns. These programs are cooperatively supported by the community colleges and the public schools within the college service areas. Two of these communities have received additional funding by establishing Boards of Cooperative Educational Services (BOCES) which can legally tax .5 mil for Community Education.

Additionally, all seven community colleges, as well as the University of Wyoming, offer a variety of adult, continuing, and Community Education programs in their respective towns. All of these programs are staffed differently, from part-time coordinators in the small towns to four continuing education professionals at Casper College, the state's largest town (pop. 50,000).

Tri-City Community Education
P.O. Box 189
555 South Wyoming Avenue
Guernsey, WY 82214

Barbara Costopoulos
Community Education
Coordinator
(307) 836-2736

Type of District:	Rural
Population:	990
Date Inaugurated:	November 1973
Paid Staff:	1 Full-time; 5 Part-time
Community Schools:	1 Elementary; 1 Middle; 1 High School
Annual Budget:	$27,291; 53% District, 45% Eastern Wyoming College Funding

Guernsey is a community of 990 nestled in a big bend of the North Platte River. Community Education began here in the fall of 1973 when seven classes were offered and nineteen people enrolled. The following spring, twenty-nine enrolled in thirteen class offerings and workshops. With the support and interest of each board member and each administrator in the school district, the Community Education Program has become a strong and intrinsic part of this community. The success of the collaborative efforts with the Wyoming Game and Fish, the Platte County Extension Service, the Wyoming Energy Extension Service, the University of Wyoming, the Montana Children's Theatre, Hutchinson's Repertory Company, the Wyoming Arts Council, the Wyoming Council for the Humanities, the Western Arts Foundation, the Fire Department, the Wyoming Highway Patrol, the Wyoming Law Enforcement Academy, Chadron State College of Nebraska, and Eastern Wyoming College has contributed to the education and enjoyment of the entire community.

Optimum use of facilities (gyms, classrooms, home economics department, art room, computer center) has been a high priority of the Board of Trustees. The school district and Eastern Wyoming College have developed an efficient and cost-effective way of delivering education and community services to the Tri-City area.

Each year, the program has grown and given many adults a new, exciting start on life. Through Adult Basic Education and GED, numerous people have obtained the education they needed to get a job or to up-grade their current positions. Many have gone to college and finished their degrees, acquiring several of the needed credit hours in Guernsey. Also, several community members have participated in workshops that have given them the support and insight to make their businesses more successful.

Drug and alcohol abuse and AIDS are topics currently being addressed through the Community Education Program. Experts in these areas have been involved in presentations for students, parents, and other interested residents through community meetings and workshops.

Opportunities for parents to become more involved in their child's learning process have been presented through the Community Education program. After-school programs offer an alternative to the time at home alone until Mom and Dad arrive from work. Workshops in marriage enrichment have also been well received.

Services for the senior citizen group, started by Community Education, include Meals on Wheels and transportation to doctors, grocery stores, and the post office. There are also educational and leisure programs; pre-retirement workshops prepare citizens for that transition period; workshops in death and dying help people understand and come to grips with loneliness, the single life, and the changes that occur when a spouse is taken; social security workshops have informed people who did not know where to go for help; and stocks and bonds classes gave others an alternative to savings.

A fine arts program offers theater, dance, and art classes for adults and children. The G-S Art Gallery in the elementary building became a lasting legacy to the various art activities sponsored by Community Education. Rural America is not the hub of the fine arts and to be able to bring exciting new concepts in all the arts to this small community has been a challenge with rewarding results.

Finally, area citizens have become more politically-minded and informed. In a joint effort with the Community Education program in Wheatland, Wyoming, a trip to the state capitol is planned annually during the legislative session. There are also community meetings scheduled with legislators from the area and open forums on the political process.

Niobrara Community Education
P.O. Box 966
Lusk, WY 82225

Beverly Walsh
Director
(307) 334-2733

Type of District:	Rural
Population:	2,928 Niobrara County; 1,600 Lusk
Date Inaugurated:	Spring 1974
Paid Staff:	2 Full-time; 92 Part-time
Community Schools:	1 Elementary/Middle; 1 High School
Annual Budget:	$63,500; 56% District, 29% Eastern Wyoming College Funding; 15% Fee Funded

Sixteen years ago, Community Education in Niobrara County was composed of some papers and supplies in a cardboard box, and a vision. Today, that vision has become a reality, and an integral part of people's lives in this rural agricultural community.

The word "rural" is not used loosely to describe Niobrara County and Lusk, the county seat and "population center" of just over 1,600 residents. The remaining 1,300 residents are dispersed throughout the 2,614 square miles of wide-open Wyoming grassland. The town of Lusk is 50 miles in any direction from another Wyoming community. With a population density of approximately 1.1 people per square mile, the county is the most sparsely populated in Wyoming.

This geographic isolation is one of the reasons Niobrara Community Education evolved quickly and naturally from a few adult classes into a multi-faceted Community Education model. The number and types of classes were expanded to provide a broader selection for all ages, including college credit classes for adults and high school seniors. Supplementary programs were made available to meet other needs and interests, such as concerts, films, speakers, and recreational trips and activities. Various special services, such as ABE, GED, and ESL tutoring and testing, were initiated and are now an integral part of Community Education's responsibilities. Through community involvement projects, Community Education has been responsible for initiating and developing a local arts council; organizing health fairs; compiling and producing a community directory; and developing resource people and programs for the K-12 system and for the county. The program has established cooperative programs and services with more than 80 local, county, state, and national organizations and agencies, most of which have no office or contact person withing Niobrara County. This cooperative initiative has prevented duplication of effort and helped other agencies and groups provide effective services in the area.

Although statistics are not always interesting to read, the following numbers help to underline the need for Community Education in rural, isolated areas like Niobrara County. The number of classes and workshops, the most visible part of Community Education activities, grew from 30 classes and 295 registrations in 1974-75 to 118 organized class activities and 1,626 registrations in 1987-88. The cumulative, non-duplicated count of total people involved in classes and workshops through the spring of 1989 was 3,372, about 300 greater than the total population of the county! The first year credit classes were made available to area residents through Community Education, two classes each semester enrolled about 20 people. During the 1988-89 school year, over 300 enrollments were recorded in the 17-18 classes organized each semester. The first two people to earn an associate degree without leaving town graduated in 1990.

The Community Education model in Niobrara County has been successful because of the outstanding cooperation evident at all levels. Initiated as a pilot project by Eastern Wyoming College, public schools in each community in Eastern Wyoming's service region developed cooperative agreements with the college. This unique cooperative arrangement is still working effectively today, with the arrangements in each community slightly different based on its resources and needs. In Lusk, the local school district provides the use of all school facilities, utilities, custodial service, office space, and a cash expenditure for the director's salary. Eastern Wyoming College furnishes the salary for a full-time secretary/assistant, a small amount of money for operating expenses and miscellaneous budget items, and some funding for program support. Eastern Wyoming has also provided extensive professional development experiences for directors in each community. Non-credit programs and activities are carefully managed so that each year's activities produce a profit which is then reinvested in the program. The cooperative spirit that was first exhibited by the college and the board has extended from the school's administrators, teachers, and support staff through to homemakers, senior citizens, ranchers, professionals, and next-door neighbors.

OTHER NOMINATED LOCAL PROJECTS:

Uinta County School District
P.O. Box 6002
Evanston, WY 82931
Lifelong Learning Center
Type of District: Rural

Crook County School District 1
Box 296
Moorcraft, WY 82721
Margaret Hall
(307) 756-3367
Type of District: Rural

Gillette Public Schools
720 West 8th South, Suite 1
Gillette, WY 82716
Dr. Dale Gibson
Type of District: Small City

ABOUT THE CONTRIBUTORS

LARRY E. DECKER, Ph.D., is Associate Dean for Administration of the University of Virginia's Curry School of Education and Director of the Mid-Atlantic Center for Community Education. For over twenty years, he has been a major contributor to state, regional, and national Community Education networks. He has been at the University of Virginia since 1973 with previous professional experience in Minnesota, Michigan, and Oregon.

VALERIE A. ROMNEY, M.S., has been Associate Director of the Mid-Atlantic Center for Community Education since 1989. She joined the Center in 1984 as an Administrative Assistant, having prior professional experience in the California Community College system. She is currently a Curry School doctoral candidate with an emphasis in research and evaluation. She coordinated the collection of information, drafted the local project descriptions, and was involved in editing the entire manuscript.

KIM BIOCCHI, M.S., was formerly a Community Education Program Associate with the Charles Stewart Mott Foundation in Flint, Michigan. She is currently an independent education writer and consultant in Suttons Bay, Michigan. She helped collect information on the status of the state Community Education networks and reviewed the manuscript.

VIRGINIA (Gina) DECKER, M.B.A., is the Organizer and Facilitator for CENET (Community Education Computer Network). CENET is a communications and dialogue link between 86 national and nine international participants, all of whom have Community Education leadership roles. She provided overall assistance in editing and merging of all sections into one publication.

DONNA H. SCHOENY, Ed.D., headed the Community Education Project at the Council of Chief State School Officers in Washington, DC, from September 1983 until August 1989. She was also the Director of Administration for the Council. She is currently an independent education consultant and writer in Charlottesville, Virginia. She assisted in collecting information for the section on "Characteristics of Successful Local Projects" and reviewed the state and local profiles.

STATE and LOCAL CONTRIBUTORS, approximately 350 individuals, deserve a special "thank you" for their assistance in the nomination and/or submission process and review of the information collected for this publication. In almost all cases, their names are listed in the state and local profiles.

NATIONAL STATE COMMUNITY EDUCATION PLANNING PROJECT ADVISORY COMMITTEE has provided assistance and guidance in all phases of the project. The following are the national representatives of organizations with specific Community Education interest who have served on the Advisory Committee.

Community Education Endowment Task Force	Donald Weaver, 1987-present
National Community Education Association	Starla Jewell-Kelly, 1989-present William DeJong, 1987-88
National Council of State Educational Agencies Community Educators	Jerry Thornton, 1988-present Bill Pounds, 1987
Council of Chief State School Officers	Linda Moore, 1990-present Donna Schoeny, 1987-89
National Council of State Community Education Associations	Dennis Thompson, 1987-89
Higher Education Liaison	Phil Clark, 1987-present
National Center for Community Education	Duane Brown, 1987-present
Charles Stewart Mott Foundation	Pat Edwards, 1987-present

SELECTED NATIONAL ASSOCIATIONS
and
SPECIAL PROJECTS

The following organizations and contact persons are involved in various projects that enhance state-wide planning, information dissemination, or training for Community Education development.

NATIONAL COMMUNITY EDUCATION ASSOCIATION
801 North Fairfax
Suite 209
Alexandria, VA 22314
(703) 683-6232

Starla Jewell-Kelly, Executive Director

NATIONAL CENTER FOR COMMUNITY EDUCATION
1017 Avon Street
Flint Michigan 48503
(313) 238-0463

Duane Brown, Director

CHARLES STEWART MOTT FOUNDATION
1200 Mott Foundation Building
Flint, Michigan 48502
(313) 238-5651

Pat Edwards, Program Officer

NATIONAL COUNCIL OF STATE COMMUNITY EDUCATION ASSOCIATIONS
6425 West 33rd Street
St. Louis Park, MN 55426
(612) 925-4300

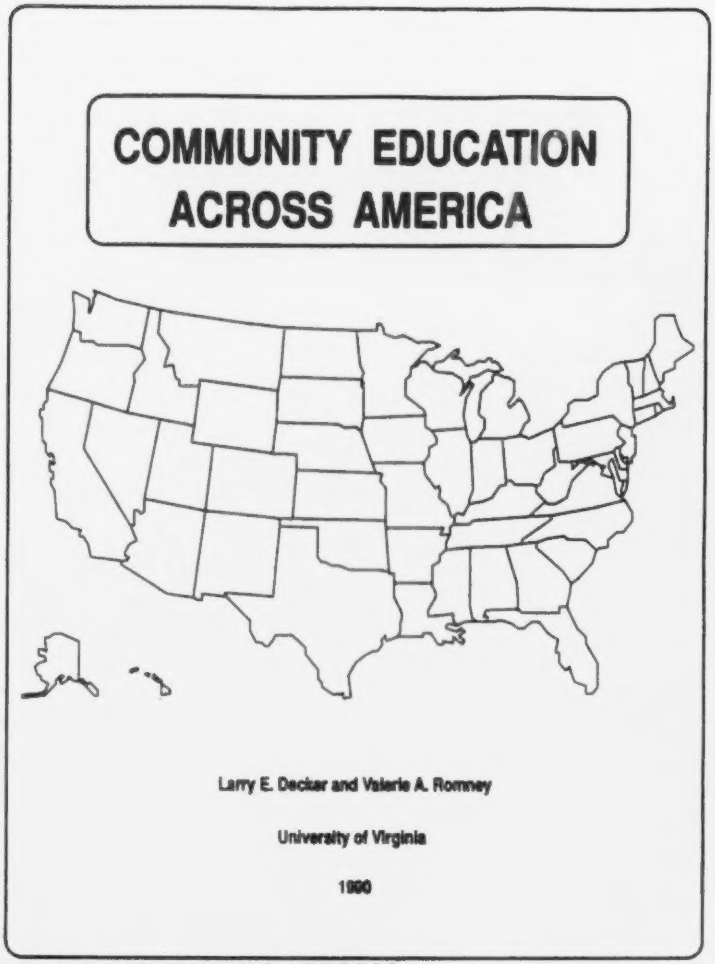
Bridget Gothberg, NCSCEA Chair

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
379 Hall of States
400 North Capitol Street, N.W.
Washington, DC 20002
(202) 393-8164

Linda Moore, Community Education
Project Director

NATIONAL COMMUNITY EDUCATION COMPUTER NETWORK (CENET)
106 Cannon Place
Charlottesville, VA 22901
(804) 977-1126

Gina Decker, Conference Organizer &
Facilitator



COMMUNITY EDUCATION ACROSS AMERICA

Larry E. Decker and Valerie A. Romney

University of Virginia

1990

PROFILES OF STATE NETWORKS AND LOCAL PROJECTS

This new publication provides a description of the status of Community Education development in all 50 states and the District of Columbia. It profiles 132 exemplary local projects with information on funding, administration, programs, and features. It is a treasure trove of ideas for Community Education initiatives, complete with a listing of contact person, address, and phone number for obtaining information and developing networks.

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NATIONAL COMMUNITY EDUCATION ASSOCIATION
801 North Fairfax Street, Suite 209 * Alexandria, VA 22314 * (703) 683-6232

About NCEA

The National Community Education Association was founded in 1966 to advance and support community involvement in K-12 education, community self-help, and opportunities for a better life for everyone in the community through lifelong learning.

NCEA's members include about 1500 individuals and institutions from every state in the United States, seven Canadian provinces, and 16 foreign countries. Thirty-eight state community education associations are affiliated members of NCEA.

NCEA provides its members with national leadership and advocacy; publications, conferences, and workshops; and information and referral services.

MEMBERSHIP CATEGORIES

FULL MEMBERSHIP

Annual Dues: $75

- A $25 subscription to *Community Education Today* (10 times a year)
- A $20 subscription to *Community Education Journal* (quarterly)
- Discounts on NCEA convention registration and NCEA publications and products
- Eligibility to vote and hold office

ASSOCIATE MEMBERSHIP

Annual Dues: $25

- A $25 subscription to *Community Education Today* (10 times a year); available only to members of NCEA
- Discounts on NCEA products and publications

INSTITUTIONAL MEMBERSHIP

Annual Dues: $175

- Three $25 subscriptions to *Community Education Today*
- Three $20 subscriptions to *Community Education Journal*
- Discounts for three individuals from the institution at annual conventions
- Discounts on NCEA products and publications
- Voting privileges for one person from the institution

LOCAL AFFILIATE MEMBERSHIP FOR COMMUNITY COUNCILS

Annual Dues: $65

- Fifteen $25 subscriptions to *Community Education Today* mailed to one address
- Discounts on NCEA convention registration and NCEA publications and products

◆ MEMBERSHIP APPLICATION ◆

NATIONAL COMMUNITY EDUCATION ASSOCIATION
801 North Fairfax Street, Alexandria, VA 22314 (703) 683-6232

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TITLE/POSITION ____________________

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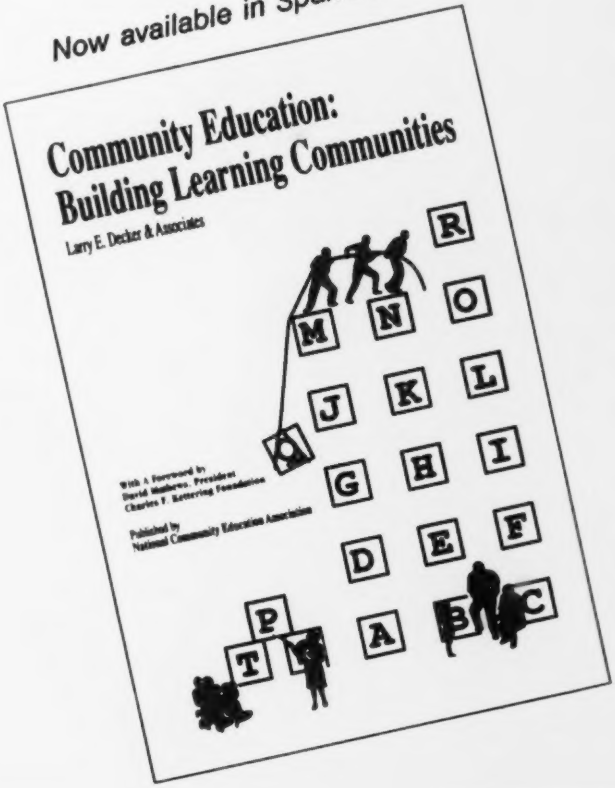

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Larry E. Decker & Associates

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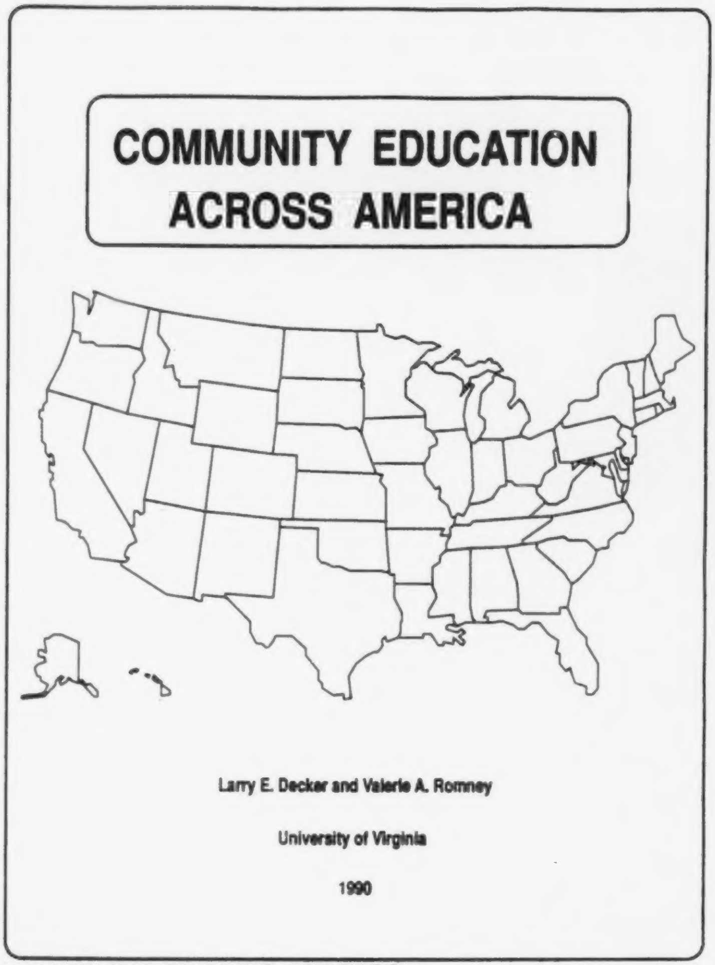

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Larry E. Decker and Valerie A. Romney

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